DOCUMENT RESUME

ED 170 489 CE 020 115

TITLE	Business and Management Development Training Program for Hispanic Women. Final Report.
INSTITUTION	Miranda (L.) and Associates, Washington, D.C.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE	[76]
CONTRACT	300-75-0236
NOTE	323p.; Some sections of this document may not reproduce well due to broken type
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Administrative Personnel; Administrator Education; *Business Administration; Communication Skills; Educational Programs; *Females; Individual Development; Leadership Training; *Management Development; *Management Education; Minority Groups; Money Management; Motivation; Personal Growth; Program Development; *Program Evaluation; *Spanish Americans; Working Women
IDENTIFIERS	District of Columbia; Nontraditional Occupations

ABSTRACT

A program was conducted to develop and motivate minority women, in particular Hispanic origin women, in the Washington, D.C., metropolitan area to participate in business ownership and management. Offered at no cost to participants, the training program sought to equip potential managers with information and techniques in the fundamental management skills common to functioning competently in a business ownership, corporate management, or personal life management situation. Trainees learned functional skills in motivation and personal development, communications, essentials of management process, and financial management. Field study was incorporated in the overall training program. The course consisted of fifteen sessions (sixty hours, including the field training). Forty-nine participants started the course and forty-three completed it, representing an 87 percent retention rate. Evaluations indicated that participants' needs were addressed; levels of enthusiasm and participation were markedly high; content and materials were considered extremely valuable and practical; learned concepts were applied; and individual participants experienced attitudinal and behavioral changes. Appendixes include a needs assessment, examples of handouts, a bibliography, a sample student module, evaluations, and examples of media coverage. (Author/LMS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170489

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

FINAL REPORT

CE 020 115

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

L. Miranda and Associates

TABLE OF CONTENTS

Page

ABSTRACT i

PREFACE iii

I. INTRODUCTION 01
   Overview of the Problem 03
   Program Objectives 08

II. DETERMINING THE NEEDS 09
   Available Resources 11
   Needs Assessment 15

III. PROGRAM DEVELOPMENT 21
   Administrative Organization 23
   Staffing and Technical Assistance 24
   Training Site 28
   Curriculum 31

IV. PILOT TRAINING 53
   Participants 55
   Delivery 67

V. EVALUATION 73
   Objectives 75
   Methodology 76
   Personal Growth Inventory 77
   Daily Evaluation 79
   Mid-Term and Final Evaluations 80

IV. RECOMMENDATIONS AND CONCLUSION 100
   Recommendations 102
   Conclusion 107

APPENDICES

1. Letter Requesting Information and Materials
2. Program and Human Resources
3. Washington, D.C. Programs
4. Guest Speakers
5. Needs Assessment
6. Needs Survey
7. Sample Certificate of Completion
8. Potential Training Sites
9. Publications Distributed as Handouts
10. Bibliography
11. Credits
12. Sample Student Module
13. Revised Schedule of Sessions

14. Host Companies for Internship
15. Internship Overview
16. Field Training Handouts
17. Press Releases
18. Protocol for Interviews
19. Interview Selection
20. Debriefing Notes
21. Personal Growth Inventory
22. Daily Evaluation Sample
23. Mid-Term Evaluation Sample
24. Mid-Term Evaluation: Groups I and II
    a. Frequency Distribution
    b. Percentages
25. Final Evaluation Sample
26. Final Evaluation: Groups I and II
    a. Frequency Distribution
    b. Percentages
27. Verbal Feedback and Recorded Comments
28. Media Coverage

LIST OF TABLES

1. Participant Profile 61

2. Daily Evaluation Means 81

3. Group Evaluation of Sessions 82

4. Course Evaluation Summary 98

5. (Figure 1) Evaluation of Instructors and Methods 99

ABSTRACT

This final report describes the activities and functions involved in the development of a business and management development training program for Hispanic women, and the implementation of a pilot training to test the curriculum developed.

The statement of the problem provides statistical evidence of the underutilization of the female Hispanic population in the management levels of business as well as in business ownership. A survey on existing programs in the country was conducted and results indicated that none of these programs was geared specifically to minority women. Most important, not one of them was designed to meet the needs of Hispanic women.

Given these facts, L. Miranda and Associates developed this program with the objective of providing these women with basic management skills and business ownership knowledge. By providing them with an education program they can readily identify with, through participant exposure to successful Hispanic women role models, and by providing them with basic management skills, the thrust of the program was to upgrade the career options and potential of this population.

A needs assessment was conducted to identify career aspirations and expectations, self-perception, language preferences, factors which inhibit extrance into business management areas, career needs, effective learning strategies and techniques. Two instruments were designed, one for potential participants, one for community resources. Based on the responses obtained, assumptions on the Hispanic women were made, training objectives and instructional strategies were formulated, content material was selected, evaluation objectives were stated, and curriculum and supporting materials were developed and reproduced.

Curriculum components were organized into small units and time frames were allotted for each. Prior to delivery commencement, guidelines and issues in training presentation were reviewed and addressed. The schedule of sessions was reviewed and finalized to improve on the logical flow of information to be presented. This development and revision of curriculum and materials remained as and on-going process throughout the program implementation.

A training site was selected, according to pre-established criteria, and an outreach program was carried out to identify potential participants. Participants were screened, interviewed, and selected following criteria developed based on the needs assessment survey. A total of forty nine (49) participants started the course, of which 43 actually completed it. This represents an 87% retention rate. Participants were divided in two groups.

To provide practical experience on the theoretical content of the course, a practicum was included in the program. Community businesses were made integral part of the course as hosts for indi-

L. Miranda and Associates

vidual and group field experiences for the participants.

The pilot test of the program yielded important recommendations for revisions and modifications. Some of these were integrated for the second group, and others have been included in this report as recommendations for future program replication.

Program evaluation reflects participants' reaction to program content as well as program impact. Overall rating for the course was 4.59 in a scale of one to five. That is, participants considered the course as extremely valuable. Impact has been measured by participants' changes in attitudes as well as changes in behavior, such as: initiating procedures to move up to management positions and successfully acquiring these positions, and, initiating procedures for starting a small business.

Summarizing, participants' needs were addressed; levels of enthusiasm and participation were markedly high; content and materials were evaluated as extremely valuable and practical; learned concepts were applied; and concrete results emerged from individual participants in the form of attitudinal and behavioral changes.

PREFACE

L. Miranda and Associates, under contract with the U.S. Office of Education, engaged in a pioneer program to develop and motivate minority women, in particular Hispanic origin women, to participate in the field of business ownership and management. The training was offered at no cost to the participants.

The objectives of the training program were to equip potential Hispanic managers with information and techniques in the fundamental management skills which are common to functioning competently in a business ownership, corporate management, or personal life management situation. The program also stimulated interest in business and management as alternatives toward achieving economic self-sufficiency; enabled participants to examine their career potential, and instructed them on how to transfer existing individual skills to business and management related fields.

The program was based upon the proven premise that as women and as members of a minority group, participants need to increase their achievement motivation and self-confidence while gaining the functional knowledge to enable them to think in terms of entering business and management. This was accomplished in addition to taking into consideration the trainees' cultural background. Some highlights of our instructional strategic approach were the following:

7 - L. Miranda and Associates

- Trainers were Hispanic women who provided positive role-models with whom trainees could identify.
- Trainers were of the same cultural background as trainees, using cultural identification to reinforce training.
- Training was in groups to prevent discouragement and to foster peer communication and support.
- Program provided for supportive services (i.e., baby sitting).
- Trainees were exposed to direct observation of existing businesses (field study).

LM&A acknowledges the fact that a training program which can only offer theoretical information deprives trainees of the vital opportunity to obtain insight into the practical applications of business and management. Incorporation of field study in the overall training program assured that the trainees were exposed to ways in which they could implement the training they were receiving,as well as relating the information learned to an actual business environment.

Trainees learned functional skills in the following generic areas:

Motivation and Personal Development
Communications
Essentials of Management Process
Financial Management

8

Within those generic areas, program content included instructional modules on management of self, overview of American business, goal setting, time management, record keeping, financial management and budgeting, teamwork, leadership, establishing and meeting standards of performance, decision making, problem solving, management functions, and others.

Instructional methods stressed experimental learning as opposed to lectures. Among them: case studies, visiting speakers, role playing, and simulation exercises.

The course consisted of a total of fifteen sessions, for a total of sixty (60) hours, including the field training. Forty three(43) Hispanic women from the Washington Metropolitan area received this training.

The effectiveness and success of the program is clearly reflected by the participant's feedback and evaluation and their high level of enthusiasm. Success can also be measured by an impressive 87% rate of participant retention.

The Business Management course for Hispanic women has proven to be a successful effort in satisfying the needs of minority women, providing them with the necessary knowledge and skills for growth and self development.

I.

INTRODUCTION

1. Overview of the Problem
2. Program Objectives

OVERVIEW OF THE PROBLEM

Conservative Census Bureau figures estimate that there are around twelve million Americans of Spanish origin in the United States, in addition to nearly three million in Puerto Rico. These numbers place the United States fifth among the nations of the world which have Spanish-speaking populations. It outranks fifteen other nations, and is surpassed only by Mexico, Spain, Argentina, and Colombia, in that order.

Of the total U.S. population in 1975, 5.3% were Hispanic people and 2.7% were Hispanic women. Women comprised 52% of the total Hispanic population. Poverty figures for the overall Spanish heritage population reflect that Hispanic women's jobs which will enable them to support themselves and their family are of crucial importance, for example:

- In terms of labor force participation, over 41% of all Spanish women were in the labor force as of March 1975.

- There were a total of 21,672,396 men and women in professional, management, or administrative positions. Of these, only 132,498 (.6%) Hispanic women were in this category.

- Although Hispanic women comprise over 52% of the Hispanic population, approximatly 3% of them had incomes over $10.000. Over 54% made less than $3,000. Add to this figure the distressing factor that there are around 400,000 Spanish families headed by women and that over half of these families (52%) have incomes below the low income level.

- In 1972 there were a total of almost four million businesses in the nation (3,872,910). Businesses owned by Hispanic women (3,096) comprised only eight hundredth of one percent (.08%) of all the business in America.[1]

- The Spanish-speaking population in the Metropolitan area of the District of Columbia has a higher number of women, a ratio of 5 to 1. The great majority of these women are underemployed, working in unskilled occupations or unemployed. Yet, 70% of the Spanish origin female population 25 years and over have a high school education and 53% in all age groups participated in the labor force. Of those married nearly half (46%) were in the labor force. The participation rate was higher (63%) for those who were single, widowed, divorced, or separated.

All these figures reflect a bleak but real picture of the Hispanic women's situation in terms of her personal and career development. The most apparent is the fact that they are severely

---

[1] Women-Owned Businesses: 1972. U.S. Dept. of Commerce, Bureau of the Census, Office of Minority Business Enterprise (Jan. 1976)

L. Miranda and Associates

handicapped by an almost total ignorance of their rights as women and as residents or citizens of the United States, by their relegation to employment in low-paying occupations, by their low self-image and expectancy level, and by their underemployment in comparison to their level of education in their countries of origin.

Traditionally in the United States, the private enterprise system has been one of the principal paths toward economic independence and participation in the mainstream of American life. The Hispanic origin woman has been denied the opportunity of participating in the vital sector which is business and management.

Agencies and programs established to support minority business enterprise, as part of a national commitment to develop minority enterprise, have experienced some success. There has been in increase of 20 percent in the number of U.S. businesses owned by persons of Hispanic origin between 1969 and 1972. But nevertheless, statistics clearly show that there is still a minimum involvement of the Hispanic woman in business enterprise as well as in administrative positions.

The fact remains that Hispanic women have been overlooked by business and existing programs. The programs' designs reinforce the sexual stereotypes toward women by those responsible for carrying out those programs, have relegated her to a minority position among minorities even though the Spanish speaking woman is a majority with in the Hispanic origin minority.

A further preliminary assessment made by LM&A revealed the failure to reach Spanish speaking women by existing minority business education programs and Spanish speaking organizations for economic development, as well as programs for Spanish speaking entreprenuers. Their structure assumes a prior knowledge and business sophisticiation which the average Spanish origin woman who works, and is a potential manager or business owner does not possess. These programs have built-in failure variables. Among them are:

- Lack of initial encouragement and motivation of women to enter into them
- Expectancy level is set too high
- Lack of training in basic skills and competencies prior to entering the program
- Lack of supportive systems to support the women in what is perceived as a "man's world"
- Follow up in training program and remediation
- Lack of research data on career aspirations
- Lack of adequate counseling based on knowledge of counseling techniques, strategies and related counseling training

Our assessment further demonstrated that other existing business and management education programs, such as the Urban Business Education Association, designed to "expand the base of highly skilled sophisticated minority extrepreneurs and managers", do not offer material of an elementary introductory nature. These programs are not oriented towards the needs of women. As a result, Hispanic women have been greatly underrepresented in these programs.

PROGRAM OBJECTIVES

With all these realities in mind, L. Miranda and Associates developed an education and training program of business and management for minority women, focusing on Spanish origin women, overlooked in other minority business enterprise and management training programs. The program is particularly oriented to their needs as bilingual, bicultural persons, and as women.

The course design and curriculum were developed with the following objectives in mind:

- To provide women with a management and business education program they can readily identify with.
- To provide women with exposure to successful business women as role models, thus increasing the motivational factors.
- To upgrade the career options and potential of minority women, in particular Spanish origin women.
- To demonstrate some options and alternatives for achieving economic self-sufficiency for women.
- To provide Spanish speaking women with the basic skills to deal effectively with management and business related issues and problems.
- To demonstrate the potential for an increase in the number of women motivated to select management and business as career options.

II.

DETERMINING THE NEEDS

1. Available Resources
2. Needs Assessment

17

AVAILABLE RESOURCES

Before collecting and analyzing needs assessment data to determine factors affecting participation in the management and business fields, it was imperative to conduct a survey to identify other program and human resources available. The information yielded by this survey provided a background against which the needs assessment data was compared.

In other words, to avoid a duplication of effort and of programs, it was necessary to identify what was available so as to develop a program that would meet those needs which were not being met or satisfied by existing programs.

A parallel purpose for identifying these program resources was to collect, review, and evaluate the program materials with a view towards adaptation and/or rewriting.

Program Resources

L. Miranda and Associates engaged in an extensive effort to identify program resources in the Washington, D.C. area. This effort was carried out through direct contact, by phone or personal visits, to public or private institutions offering courses in areas pertinent to the program: management, business, career readiness, professional development for women, and other related areas.

This initial effort was expanded to locate as many programs as possible throughout the country. This was accomplished by mailing over one hundred (100) letters describing the program and requesting information and materials (Appendix 1). This inquiry was sent to business training programs, colleges, and universities offering business courses, women's studies programs, special business training for women (e.g.: Babson, Simimons Graduate School of Management for Women), women's organizations, Hispanic organizations, and individual consultants involved in this field. This effort involved the research and compilation of a comprehensive list of the most appropriate resources. (Appendix 2).

The inquiry resulted in approximately a 30% rate of response. Most of the answers were prompt and responsive to our needs. The respondents included catalogs, brochures, course descriptions and outlines, bibliographies, and guidelines to set up workshops in the areas we had requested: business and management training as well as women's career development. Information on about eighty (80) different courses was received.

A survey of the responses received was conducted by our staff. Although the inquiry elicited enthusiastic responses from those involved in management training and career development for women, a similar program geared specifically to the minority woman was not identified. Those programs primarily identified in the Washington, D.C. area are included in Appendix 3.

As an additional effort to identify and explore other programs, project staff also attended the management seminars organized for women by the State National Bank of Maryland, the National Association of Women Business Owners and SBA's Score Program. These seminars included assertiveness training and business planning for new entrepreneurs. Bibliographies as well as ideas for teaching methods were acquired from these workshops.

All the materials received were studied for possible use in our program -- mainly bibliographies, subject matter covered, priorities assigned to different skills, depth in which topics were covered, duration, and their practical purposes. These represent important points of reference in the development of the training program.

Of all the programs surveyed one was found out to be a very useful resource. It is a training program developed by the Canadian Training Research and Development Station, Department of Manpower and Immigration. The course was specifically developed for a minority group (native Canadians) with the objective of preparing students for a career in managment. The emphasis of this course is to attempt to build on skills participants already have, to help them gain confidence, and to provide them with the management tools necessary to do an effective job in working toward their own betterment.

Since this program's objectives were congruent with ours, careful attention was given to content material as well as training strategies. The adaptability of other training programs is discussed under the area of "Curriculum" further in this report.

Human Resources

A valuable product of this mailing was to establish contact with people involved in organizing and delivering these courses. We developed a roster of approximately forty (40) resource persons who expressed interest in our program. Some of these persons were identified and utilized as consultants and/or guest speakers during the development and pilot testing of this program. A list of guest speakers during our training session is included in Appendix 4.

NEEDS ASSESSMENT

In an effort to identify specific areas which were available for our target population, LM&A developed two types of needs assessment instruments (Appendix 5). These instruments were designed to help us determine:

- Career aspirations/expectations
- Factors which inhibit or constrain entering into business management areas
- Perception of self/ values
- Business management related problems and needs, career strategies
- Language preferences
- Effective learning and counseling techniques

One of the instruments was designed for and administered to potential participants while the other was designed for and administered to community resources. Among the latter were manpower development specialists, couselors, business training programs, community service organizations, business personnel directors, and professional Hispanic business women. More than one hundred letters were mailed in this effort (Appendix 6). A synopsis of the findings follows (based on a 15% response rate).

Target Population

The respondents expressed that quite often the Hispanic woman finds herself in a position whereby she cannot fully develop her potential or practice to the fullest extent her ability. Hispanic women in the professions are generally to be found in positions which are traditionally considered "women's work" with a very low remunerative incentive. The general consensus was that many of our skilled women are underemployed or employed in low paid blue collar jobs with very little potential for advancement. Many of the respondents indicated that Hispanic women workers are held back because of their lack of English language skills and self-confidence. Some respondents indicated that, in view of the cultural value system of the target population, the issue of dual roles for the Hispanic women with home and work responsibilities, must be given serious consideration.

Unique Qualities

In answer to the query regarding the unique qualities of Hispanic women, it was generally agreed that quite often she is faced with role scripting by parents, husband, relatives, peer groups, and community. She has grown up with the idea that her role is to remain in the home where male dominance is the norm. Be- Because the world of work is structured very closely to the Anglo mainstream value system of competitiveness, authority structure, reality of expectations, and pace of life, the Hispanic women cultural differences must be addressed in the training. Because the Hispanic women's primary language is often Spanish, she may be insecure in her use of English on the job.

The Spanish-origin respondents viewed Hispanic women as overly accepting, either consciously or unconsciously, of male dominance. Two Hispanic respondents did not answer this question because, in their opinion, Hispanic women of the various national origins and generations have had radically different experiences. One respondent was of the opinion that Spanish heritage women are very strong as evidenced by the fact that most have experienced many struggles, yet they have persevered and retained their strong sense of partnership which is demonstrated in their family structure. That, incidentally, was also given as a qualification in terms of their ability to adjust comfortably into hierarchical patterns.

The Hispanic women's use of personalism as opposed to a detached approach and their negative reaction to high pressure situations were regarded by the Hispanics as their major hindrances. The Hispanics used several adjectives to portray the attributes which Hispanic women share and should be aware of; they stressed the fact that those qualities can be used to advantage in job securing and retention. The most recurrent were: they are hard workers; courteous; punctual; good team workers; use good judgment on routine matters; healthy; alert; need little encouragement to enter jobs; can accept criticism; and are usually neat and well groomed.

The non Hispanics perceived Hispanic women as being good organizers, as demonstrated in their functioning within the extended family. They viewed Hispanic women as being adaptable to change and felt most Hispanic women function capably in a totally different culture with diverse value systems and a foreign language. They are in essence surviving the biases of two distinct cultures. As to the perceived strengths of Hispanic women, their diplomacy, ability to get along with others, and their adaptability were ranked the highest.

In their dealing with Hispanic women, the non Hispanic reflected upon the women's desires for self-sufficiency, alertness, responsibility, energy, eagerness to learn and to contribute, their family orientation, and their lack of fear of physical proximity. The Hispanic women's observable weaknesses were perceived as centering around their lack of self-confidence, usual lack of seniority in their places of employment, and their subservience to the male. Additionally, they are often hindered by their lack of urgency and promptness.

They suggested that the issues to be addressed in the training should be those of developing the participants' self-confidence by helping them to learn about and to accentuate their differences, to observe how others function, and to gradually re-educate those close to them while working on their own acceptance of their new roles.

Skills/Problems Faced by Potential Managers

The respondents listed the lack of exposure to role models, or training in management skills, problem analysis, and problem solving as the major hindrances of the Hispanic women when she is seeking a promotion or a management position. The Hispanic woman, as is the case with most women, quite often is not fully aware of her potential. Thus, she is reluctant to promote herself or to seek advancement.

As assets, the respondents listed Spanish language skills especially when combined with secretarial skills as a key to obtaining entrance to many positions. Those respondents who had the opportunity to work for or with Hispanic women were impressed by their human relations skills and sense of responsibility. It is interesting to note that almost all of the respondents emphasized the need for Hispanic women to learn secretarial skills, rather than planning,problem solving, decision making, integrative thinking and other management skills.

Communications and Writing Needs

Reaction to the question as to the extent of need for writing and communications skills training was varied. The needs as stated were dependent on each individual respondent's frame of mind as to the level of preparedness from which the training participants would be selected. The need for communications skills was viewed as a requisite to further development. Each respondent listed ideas such as learning parliamentary procedure, developing a business vocabulary, and learning to outline and summarize lengthy materials as possible topics around which training moduled should be designed.

Basic Business and Management Skills

The respondents listed at least thirty skills areas wich they considered necessary for business owners and managers. Those skills could be categorized under the following headings: decision making, planning, budgeting, time management, goal setting, writing, secretarial, human relations, and the transference and application of existing skills to business and management. The responses to this particular area of inquiry varied from the listing of selected criteria for various businesses to recommendations of methods for assessing levels of preparedness. A listing of proposed training topics was also compiled from the needs assesment responses (see Part III- Curriculum-Design of Modules).

III

PROGRAM DEVELOPMENT

1. Administrative Organization
2. Staffing and Technical Assistance
3. Training Site
4. Curriculum

ADMINISTRATIVE ORGANIZATION

As part of the initial development of this program, L. Miranda and Associates set up the basic operational plan, established administrative procedures and forms, prepared work program and task schedules, and outlined the overall scope of the project.

Given the fact that the nature of this project was so innovative, the work program and task schedule, and the overall scope of the project were loosely structured at the initial development stages of the program. As the project evolved, the initially planned scope of work proved to be too narrow and inadequate to accomplish the objectives of the program. This in turn created problems in terms of allocation of time, staff, and budget and their interrelation with the specific activities being carried out.

STAFFING AND TECHNICAL ASSISTANCE

Staff and Consultants

During the initial program development phase, potential staff applicants were interviewed and screened, selected, hired, and oriented in the purpose and scope of the project. The result of this selection process established a work team of professional women with experience in related fields. Women were selected for the specific purpose of providing special understanding for the participants in terms of special needs of women and for cultural understanding.

This initial core staff proved to be very effective in the initital developmental stages of this project. Nevertheless, as the project advanced it was realized by the staff that additional and more sophisticated skills in different areas were lacking. L. Miranda and Associates, committed to produce a high quality program, engaged an additional temporary research assistant, as well as an expert in the field to evaluate goals and specific components of the proposed curriculum.

At all points of the program development continuum the overall progress of the training design was evaluated. As a result,staff changes were made, primarily upgrading and expanding on the initial ones.

Since time was of the essence, two additional consultants, experts in training design and delivery, and adult education were brought into the project. In meetings with project staff, the consultants recommended changes which resulted in a review of the macro design. One of these consultants was later brought into the project as full time Project Director and Lead Trainer.

In addition to these staff and consultants' involvement the principal of the firm was also directly involved in all phases of the project. All these staff and technical assistance changes were detailed in the second Progress Report.

It is important to note that staff changes occured because of the innovative characteristic of this project. Even though we realized that this was a pilot test, the urgency of the need among the participants, the firm's commitment to them, and the idea of the Hispanic woman, spurred the project staff to develop and deliver a higher quality product. It became evident that expertise in multiple disciplines was required to develop and test a program of this nature.

It is important to distinguish clearly between the objectives of demonstration vs operational programs. The objective of a demonstration program is to develop a model or prototype for future operational programs or to test on a small scale the effectivenes of some large-scale program. On the other hand, the goal of an operational program is to attempt to meet some existing need by means of whatever programs can be realistically established.

Being this a demonstration type program intiated to develop and test curriculum for future operational programs, we had to develop, test, re-develop and design in light of the realities encountered,understanding this distinction between pilot/demonstration programs vs. training program and its implementation will clarify the problems we encountered and the solutions we found for them.

Guest Speakers

Acknowledging the high motivational impact role models can have on participants, L. Miranda and Associates scheduled several business women as guest speakers or panel members for diferent sessions of the course. To add more on the motivational value of the experiences, some of the women selected were successful Hispanic women or business owners (Appendix 4).

By having Hispanic business women as role models, participants were able to share in the success experiences of guest speakers. This provided a feeling of concrete reality to the participants' aspirations of becoming managers or business owners. Through role models participants had the opportunity to acquire a higher level of certainty that success in the business world can be achieved by a Hispanic woman.

For the first session on accounting a Mexican American woman accountant was secured as guest speaker. Group reaction to her presentation was rather poor due to her lack of experience in public speaking and training delivery, and her limited bilingual capability. In an effort to improve this situation for the second cycle, several unsuccessful (schedule/time coordination) attempts were made to secure another Hispanic woman accountant. Arrangements were then made with a Hispanic male C.P.A. to deliver this unit. Group reaction was definetely more favorable, as was demonstrated by evaluations and comments. All other guest speakers were well received by participants, and the general consensus was that guest speakers provided excellent information on very important areas.

It is important to note that the utilization of role models for motivational purposes was not limited to guest speakers. Most importantly, the firm, a minority woman-owned one, the program developers and trainers, Hispanic professional women, were the determinant role model factors and incidentally account for any success we may have had.

TRAINING SITE

Space was rented at the training center of the Associates for Renewal in Education, which houses the Advisory and Learning Exchange and the Celebration in Learning projects, located at 1101 15th Street, N.W. It is a non-profit teacher resource center that provides training to teachers and parents from the Washington Metropolitan area with emphasis on minority and women's programs.

This site was decided on after a careful consideration of various factors. The training site had to be located on a bus line, and be accessible to persons who work in the downtown area, as well as those who live outside the city. It had to have parking available in the building or nearby. The site had to be in a safe area and have security measures.

One of the most important considerations was that the organization's goals and programs be consonant with those of our program and that it have adequate space to accommodate twenty-five participants, as well as an adjoining room which could be used for babysitting. It was most important that the site have an environment conducive to learning and be of such quality that the participants received the feeling that they were being treated with respect in a professional setting.

Various organizations were contacted during the search. Some did not have adequate space, others did not conform to the established criteria. A partial list is included in Appendix 8.

The training center of the Associates for Renewal in Education was selected as having the environment for which we were aiming. It has specific arrangements and facilities for training, as opposed to the customary church basement used as improvised classrooms for minority and women's programs. In addition, it houses an early childhood demonstration center, Celebrations in Learning, which has facilities and equipment for young children.

Arrangements for babysitting services during training were made for up to five children, not to exceed two infants under two years of age. Although the majority of the participants did not require constant supportive services, i.e., babysitting, they all expressed a sense of relief at being able to have it available as a contingency, thus not having to be absent from training sessions.

An unanticipated problem with this training site came up in mid-June: the air conditioning system was turned off at 7:00 pm. This created an uncomfortable situation for participants, as well as the staff, since both the training and baby sitting room proved unbearably hot and stuffy after 8:00 p.m.

Being fully aware that poor physical conditions can be non-conducive to learning, efforts were made to correct the situation; but it was out of the control of the Associates for Renewal in Education, since the measure to cut off the A/C system was taken by the management of the building.

Having exhausted this alternative with no positive results, LM&A immediately took steps in other directions to solve the problem. This led to another extensive outreach effort to find another suitable training site. Other organizations and hotels were discarded for several reasons. Most of these did not meet major points of our criteria (e.g.: location on bus line, baby-sitting facilities, nearby parking, security). Those that did meet our criteria were not available due to the many bicentennial activities being conducted during the summer.

After endless phone calls and visits, another training site was finally identified and secured with the C. and P. Telephone Company. This new site did meet all but one of our criteria: baby sitting facilities. Since time was of the essence, LM&A decided on this site and made arrangements to offer a stipend to those participants who had been availing themselves of our baby-sitting services. Another reason for this decision was the fewer participants' children were utilizing baby sitting services. This facilitated the new arrangement of providing a stipend. In terms of which system worked better, both were effective in accomplishing our objective of providing supportive services for trainees to facilitate their participation in the program.

CURRICULUM

Assumptions

After careful analysis of the results of the needs assessment, L.M.& A. formulated objectives and developed curriculum based on the following assumptions about the Hispanic woman:

- She has to overcome the fear of failure and the fear of success wich are products of a fear to take risks.

- She has to overcome a "vicarious achievement motivation", i.e., tendency to achieve through an important male person in her life.

- She has to improve her self-image by dicovering her strengths and learning how to strengthen her weaknesses.

- She has to become aware of how her own development is inhibited by her belief of assumptions made by men about her.

- She has to learn or improve on specific skills in order to advance as a career person or business owner.

- She has to become aware of what her rights are as a woman and as a Hispanic in order to become more assertive and self-confident.

- Learning is enhanced by using the trainer(s) as role model(s)

- Introduction of her own culture as a point of departure, that is, culture as a reinforcement of learning

- Learning is best achieved in a group setting when participants can motivate one another and create their own supportive system.

- There is a need for individualized attention, and building in room for self-paced activities

- Hispanic women need to have options built in the programs to meet different needs.

- There is a need for basic, fundamental program as opposed to more advanced.

- There is a need for information and knowledge on life skills.

- Her knowledge of financial and business affairs is often limited, due to cultural constraints and lack of learning opportunities, and she tends to approach this field with some bewilderment.

- Until she becomes involved in and contributes to her own economic development she will remain in the lower rungs of society as far as economic welfare is concerned.

- By achieving greater self-confidence, discovery of strenghts, and improvement of self-image, she will be motivated to learn.

Training Objectives

Training objectives were divided in two parts: those objectives applicable to LM&A staff, and learning objectives applicable to the participants. The staff objectives were identified as follows:

- To provide potential Hispanic women managers and busines owners with management information and techniques which are common to functioning competently in a business ownership, managerial, or personal life management situation.
- To stimulate interest in business and management as alternate courses for achieving economic self-sufficiency.
- To enable participants to examine their career potential, aspirations and expectations.
- To assist participants to transfer their individual skills to business and management situations.

Learning objectives for the participants were outlined as follows:

- By the end of 60 hours of training, participants will demonstrate a knowledge of management information and techniques common to functioning competently in a business ownership, corporate management, or personal life management situation by:

- explaining in their own words the interrelationship between the different management functions

- matching each management function to a life, business management, and/or business ownership situation

- relating management functions to the major jobs of a manager in her office, personal business, or home

- utilizing management terminology in discussions of assignments and activities

o By the end of the training program, participants will demonstrate their interest in business and management as alternate courses for achieving economic self-sufficiency by:

- identifying five pros and five cons to business ownership and management

- discussing with a business owner or manager the positive and negative aspects of being a business owner, and sharing this information with the group

- by actively exploring the possibility of a promotion or applying for management internship or training programs

- By the end of the training program, participants will demonstrate that they are actively examining their career potential, aspirations, and expectations by:
  - taking questionnaires and administering them to themselves on their own time
  - exploring sources that provide career counseling and interest inventories
- By the end of the training program, participants will demostrate their ability and awareness for transferring individual skills to business and management related fields by:
  - using at least four examples of everyday, individual management activities in describing management and business related functions
  - discussing and demonstrating their ability to plan, organize, implement, and control their activities to make their participation in the program possible

Adaptability of Other Program Materials

In an effort to ascertain the adaptability of existing program materials and to insure the relevancy of new materials as they were to be developed, the project staff designed a listing of criteria. Eight issues considered to gauge other materials were the following:

- Insure that content material is relevant to business management, business ownership, and life management

- Insure that materials are of a basic, introductory nature

- Insure that materials include awareness concepts of specific concerns and constraints for Hispanic women

- Insure that materials incorporate bicultural experience and dual language capability in explaining and illustrating issues

- Insure that program delivery and supportive materials are neither sexist nor racist

- Insure that content materials strive for a positive, dynamic, and viable atmosphere in which to achieve individual potential in a realistic and honest manner

- Insure that materials are tailored to participant group goals and objectives

- Insure that materials make maximum use of existing resources.

As was explained in the Program Resources section of this report (Part II - Available Resources), our project staff engaged in an extensive research to collect, review, and evaluate teaching materials used in existing programs. All materials gathered were evaluated according to the criteria described above.

The materials considered were obtained from a wide range of sources and programs: government agencies, firms which specialize in women's development programs, training and program development programs. Project staff prepared a resource listing of relevant curricula, pamphlets and publication, catologues, films, brochures, and articles developed or utilized by other programs.

An annotated card file of books, reports, films and publications reviewed and/or collected was also prepared by the project staff. This card system made reference sources and training resources readily available as the curriculum and implementation plan progressed. Along with this card system, a comprehensive bibliography was compiled and was referred to as the need arose for additional resources (Appendices 9 and 10).

Throughout our research activities of other programs and their materials, our staff did not identify a single training or management development program aimed at the Hispanic women population. Nevertheless, some materials and instruments developed by other programs or firms were found to be suitable for our purposes and were adapted for our program. (Appendix 11) with the exception of the Canadian course described earlier, the search for adaptable materials yielded limited results. At this point the decision was made to prepare the greater part of the materials in-house.

Criteria for Selection of Instructional Strategies

The task to analyze strategies and motivational techniques was accomplished by examining methods used by other programs oriented towards minority and women's business training. Particular attention was given to the methods used by specific programs (Progress Report I, pp.5-6) and some of these were adapted into our program.

The entire structure and organization of the training was designed toward maximizing proven motivational techniques. The program's stress on career readiness, coupled with the emphasis on acquiring functional competence were the key motivational strategies employed. Major strategies and techniques utilized were the following:

- Guest speakers
  Presentations by successful women managers and/or business owners, and experienced in women's programs and services. Selection was determined according to the role-model potential of the speaker. They were scheduled according to their specialty and to their availability at the time the topics were to be covered.

- Case studies
  Analysis and discussion of case studies related to situations of women in business and management.

- Attitude questionnaires

  Useful in career readiness aspect to bring up issues about dealing with barriers women encounter in business, and for dealing with prevalent attitudes regarding women's work.

- Role playing and role reversal
  Particularly effective when utilized for gaining an

understanding of various perspective and group situations

- Audio visual materials
  Very effective in maintaining a dynamic quality in training,; excellent tool for illustration of examples

- Lecture
  Developed to present instructive materials, these lectures have been designed to be short, informal, and structured to elicit maximum participant response by scheduling open discussions.

During the process of evaluating and selecting instructional strategies the major consideration was to insure that those selected would encourage the maximum participation and exchange of ideas from each individual. This was accomplished by the use of small group activities, simulation exercises, role playing, direct observation, and utilization of Hispanic trainers as positive role models whom the participants could identify with.

Another instructional strategy selected was the utilization of a modular format in constructing the curriculum. The decision for using this approach was based on the advantages a modular design offers as a learning tool:

- Instructional units may be self-administered

- A combination of learning experiences is provided

- Specific objectives assist participants in striving for individualized performance

L. Miranda and Associates

- Each participant can proceed at her own rate as long as she can demostrate mastery of the objectives.
- Various training strategies are utilized
- The portability of the training materials allows for their ready availability and dissemination

The most outstanding advantage of this modular design is its characteristic as a self-contained unit based on performance objectives. In other words, each unit describes specific objectives to be achieved by the participant. This allows each individual to cross-compare her achievement and mastery of each subject in order to evaluate her own progress.

L. Miranda and Associates designed a special student Module (sample: Appendix 12) for each session. Included in each module are: a statement of the rationale for including a specific topic in our program; specific performance objectives; needed prerequisites, if any; learning alternatives: activities to accomplish training objectives; post assessment: suggestions on how to evaluate individual learning; and references relevant sources of information. The module was handed out at the beginning of each session so that each participant would have a specific idea of content to be covered and what the expected learning outcome of each individual.

Selection of Content Material

As was previously mentioned, LM&A staff carefully reviewed and evaluated the responses to the needs assessment as well as a variety of training programs on management, business ownership, and personal development. Based on these responses and review of other program materials, our staff identified an initial list of major topics for which modules should be designed (Progress Report II,)pp. 16-17). Initial topics were reviewed and finalized to include:

- Self-understanding
- Basic management skills
  - manager's role and functions
  - communications:verbal,non-verbal, written
  - personal relations
  - business terminology
  - leadership
  - problem solving
  - decision making
  - management by objectives
  - time management
  - budgeting
- Assertiveness skills
- Legal considerations in starting own business
- Business Transactions in starting own business
  - financing a business

  - credit
  - banking
  - contracts/leases
  - accounting
  - production, purchasing, marketing, advertising
- American business overview
  - small business
  - partnerships
  - corporations
- Field study of existing businesses

Appendix 13 illustrates how these topics were integrated in the schedule of classes after several reviews were made on initial tentative schedules.

Development of Modules and Supporting Materials

Once the specific topics and skills to be included in the training program were defined, the curriculum components were organized into small units and assigned to staff memebers for development. This task proved to be more complex and lengthier than projected since it demanded of the project staff skills in curriculum development as well as a breadth in substantive fields for which they were not originally prepared, in addition to the requirements of finalizing a series of ancillary tasks related to the delivery of the training. As was mentioned under the staffing section, this situation was resolved by introducing experts in specific areas and/or skills.

Throughout the entire developmental process the overall content of the training program was constantly reviewed to insure the proper combination of substantive functional areas of business and management, and attitudinal life skills planning.

Prior to the commencement of the delivery phase of the program the training guidelines were reviewed and issues in training presentation were addressed. The tentative delivery schedule was again reviewed and found to have changes which detracted from its effectiveness in some of the units. During these reviews it also became evident that the instructor's modules (trainer units-guides) were difficult for trainer's use, particularly because of the lack of realistic time frames for each unit, and because of their narrative style.

In order to improve or correct these things the schedule was re-arranged to improve the logical flow of information to be presented, units were rehearsed and clocked to insure proper timing, and trainer guides were re designed for easier application.

Simultaneous with these activities was another major activity: the production of supporting materials. Once the curriculum components were organized into small units and assigned to staff members for development, extensive research was made to prepare relevant informative materials to supplement each session.

After these materials were prepared they were reproduced and distributed as individual handouts. They contain substantive content covered in each lesson as well as additional information which supplements the content materials. Participants' feedback on the handouts was highly satisfactory (see Evaluation).

Binders were also provided to participants so that each one had a complete comprehensive handbook by the end of the course.

It is important to note that the development of modules was not an activity limited to pre-delivery preparation. The process of revisions and modifications was continued throughout the entire program, from the initial stages of development through the pilot training of both groups.

Field Training/Internship

During the initial development stages of this project, LM&A designed and later implemented a field training module. Our rationale for including this type of activity is based on the proven fact that a training program which can only offer theoretical information deprives participants of the vital opportunity to obtain insight into the practical applications of such theories.

In other words, these exploratory site visits had a three dimensional thrust of providing participants with the opportunity to observe the practical application of management principles discussed in class, to acquaint them with the organization and operation of a business, and to gain first-hand knowledge of the duties and responsibilities of employees.

In this module the business community of the Washington, D.C. area was integrated into the training. As was mentioned in the second and third Progress Reports, L. Miranda and Associates contacted the Metropolitan Washington Board of Trade for assistance in the implementation of the field training. After the preliminary meetings were held, and informational material was furnished, the Board of Trade's Opportunities for Women Committee appointed Ms. Gloria Ward, from the C & P Telephone Company to coordinate this effort with LM&A. The project was presented to the Human Development Board of the Washington Board of Trade after telephone communications and meetings were held between Ms. Ward and LM&A staff.

At a subsequent meeting we were advised that the Board of Trade had indeed agreed to collaborate with LM&A on this project. This marked an important breakthrough in the development of the program, for without the cooperation of area businesses, it would not have been possible to implement this vital element of the project.

The Metropolitan Washington Board of Trade sent a letter to personnel directors of major businesses in the area asking them to nominate candidates for participation in the training and to act as hosts for the onsite visits and field work visits.

This approach had the added advantage of providing a built in career ladder for graduates of the training programs, addressing one of our principal concerns - what would happen to participants once the training program terminated in light of this contract's lack of provisions for follow through and placement.

Aware of this gap, L. Miranda and Associates reached out to other area institutions which are active in providing training and technical assistance to aspiring or emerging business persons.

Meetings were held with staff from the Urban Business Education Association to establish linkages with them for referrals of participants who successfully completed our introductory training program. The target population of UBEA's business and management training programs are Hispanic owners of established businesses or persons interested in starting a business, with a heavy emphasis on the technical aspects of business ownerships. Training is conducted in Spanish.

In addition, UBEA staff agree to refer to LM&A potential participants who would be more suitable for our training program. In turn, we referred to them applicants who were too advanced for our training or who did not meet our English proficiency requirements. Meetings were also held with Jose Font of the Greater Washington Business Center, the local economic development organization, in an effort to find out what type of technical assistance this agency provides to emerging small business owners. Mr. Font volunteered his services as a speaker to the group but it was later impossible to schedule him.

Different businesses and organizations responded very favorably to our invitation to host site visits for the training program, as well as nominating potential applicants from their work force. (Appendix 14) Due to scheduling problems, only six companies actually participated (Appendix 14)

In our original work plan we had projected two weeks for the task of identifying and exploring sources of internship on practicum with area business and private enterprises. This task evolved into a five month process due to the amount of work and time needed for a number of activities involved in the development and coordination of such an effort. For example:

- Development and refinement of a paper conceptualizing the approach and describing practicum objectives for distribution to interested businesses (Appendix 15)
- Designing the field training component as a curriculum unit (Appendix 16) and preparation of materials
- Coordination of meetings, written and telephone communications with key persons from area businesses and community organizations (a very time consumming effort)
- Letters and feedback to and from business coordinators and trainees
- Scheduling and coordinating forty three trainees and six host companies
- Expansion of involvement of area business into the participant recruitment effort by having them nominate Hispanic women in their workforce as potential participants.

Once the pilot training had started the group was polled to see how many of the participants were interested in starting their own business. Of 24 participants, 13 responded affirmatively In an effort to respond to their needs, we re-designed the field training in three phases. (Appendix 16).

The first phase was designed as a group experience in management. Small groups visited host companies to see management in action. The second phase was designed as an individual experience in either management or business ownership. Each participant individually visited with a manager or business owner (depending on interest on either or both) to see more closely the responsibilities and functions of a manager or business owner.

For those who were more interested in business ownership we suggested that they visit a business similar to the one they are planning to start. The rationale being that this would help them find out more concrete information regarding specific things such as licensing requirements and fees, locale, rent, insurance, taxes, inventory, capital needed, and so forth.

To follow up on the experiences of participants with the field training, time was allowed at certain points of delivery for group and individual oral reports. This allowed for all to share in the experiences of others as well as providing each one with an opportunity to increase her self-confidence by addressing the group as a speaker, and to build group interaction and team work skills.

Group reaction to the group field training component of our program was excellent with the first group. This was probably due to the fact that the coordination of visit schedules was well coordinated, and that two of three host companies provided excellent, well planned presentations.

The second group's experiences were polarized in two opposite reactions. One half of the group had a favorable experience with one of the host companies which provided excellent presentations by top women excecutives on relevant topics. The other half of the group experienced a less favorable practicum since the presentation made by the host company was poorly planned and executed.

Both groups' general reaction to the individual internship was unfavorable. Many experienced difficulty finding a cooperative business owner or manager who would allow the participant to visit during or after working hours. Many of them also had problems with getting time off work to engage in the practicum. Few of them were simply not motivated enough to pursue this aspect of the program. Those who did participate reacted very enthusiastically in terms of the information acquired, and considered the experience as very valuable.

Academic Credit

LM&A explored the possibility of obtaining academic credit for this program, or part of it, as was described in the first and second Progress Reports.

Project staff met with Dr. Warren Van Hook, Executive Director of the Howard University Institute for Minority Business Education. The purpose was to discuss the avenues which can be pursued to obtain university credit for a non-degree directed course for participants upon successful completion of the training program.

The processes involved in such an action would be to first have the curriculum reviewed by a Standards Committee comprised of university faculty members. The Committee would ascertain the academic value of the course. Then the process would continue with two other University committees reviewing the project for quality control purposes before it would be submitted to the Board of Trustees for approval.

A discussion developed about how Howard University can benefit from assigning credit or otherwise endorsing a business and management education program for Hispanic women. Dr. Van Hook suggested that LM&A prepare a discussion paper on the positive and negative aspects of such action as it would affect both the project and the university. The discussion paper would be preface by information on prerequisites for the course,a profile of potential candidates for the course, a course outline, and the course objectives, training methodology, and evaluation plan.

Although these activities were initiated, nevertheless, our efforts were unsuccessful. Dr. Van Hook advised us that his initiatives regarding the award of academic credit had not been successful. He mentioned that it might be possible to offer credit for a non degree certificate program, but that this was a lengthy and complicated process. Since our concern was to be able to offer it to the current group of participants, it became evident that the process could not be completed for the pilot training.

Certificate of Completion

During the developmental phases of this program it was decided by LM&A staff to award a framed certificate of completion to each participant who completed the program. To most of the participants, taking this course meant the experience of a lifetime: either the first movement toward effectuating a change, and/or the last opportunity to do so. The project staff felt this effort should be appropriately rewarded. (Appendix 7)

Towards that end, we established the following requirements for successful completion of training:

- completion of all minimum learning alternatives, during sessions or in make-up sessions arranged with the trainer
- completion of and reporting on field training
- preparation of individual work observation.
- minimum attendance of 12 sessions

These requirements were incorporated into a learning contract, or statement of group norms, which was established during the first training session. Since the majority of the participants had problems with the third requirement, preparation of individual work observation (individual field training), it was decided to nullify that requirement for the purpose of awarding the certificate of completion.

Two of the participants who had not completed all the minimum learning alternatives by the end of the course were awarded the certificate during the ceremony in order to maitain uniformity. But it was done with the condition that the certificate be retturned to us at the end of the ceremony, which the did.

As soon as they completed the required work in make-up sessions, they received their certificates of completion. All the participants received the certificate framed on a wooden plaque.

IV

PILOT TRAINING

1. Participants
2. Delivery

PARTICIPANTS

Selection Criteria

Based on the needs assessment responses and the staff's experience and personal observation in conducting prior job development training sessions with members of the target population, a profile of the potential course participants was developed:

- Physical Characteristics
  - female
  - 20 + years of age
- Education
  - minimum: high school diploma or high school equivalent (GED)
  - average 12.5 years of schooling and/or equivalent skills
  - proficient in English language:oral and written
- Work Experience
  - minimum record of work experience in blue collar occupation
  - a developed marketable skill may be substituted for work experience, i.e., volunteer or home-making skills

  - applicant may be presently unemployed or underemployed

- Motivation
  - desire for self-improvement
  - desire to assume managerial position or to establish personal business enterprise
  - willing to take risks

Outreach

As was reported in the third Progress Report, an active outreach and recruitment program was conducted. Press releases in English and Spanish were prepared to give an overview of the program and to inform the public of when interviews would be conducted. (Appendix 17)

The news releases were mailed to local and community newspapers, radio and televison media, Hispanic organizations (both local and national ones headquartered in Washington), churches frequented by Latinos, women's organizations, educational institutions, manpower programs, business organizations, selected business, and women who had been refered to LM&A as having interest in management and/or business ownership.

The Metropolitan Washington Board of Trade, through its Opportunities for Women in Business Committee, took an active interest in the program and identified fourteen businesses which had Latino employees. The Board mailed a letter, a copy of the press release and an LM&A prospectus to the selected businesses. The letter invited the businesses to nominate applicants to host site visits for the training program. Several businesses responded to the Boards' request.

The best sources of applicants were WFAN-FM, the only Spanish radio station in the city, and the businesses which responded to the Board of Trade letter. Most applicants who called LM&A were either referred to us by their place of business or heard about the program in WFAN-FM.

WRC-TV's "Vistas" and WTOP's "Prisma", two Spanish-language programs, mentioned the course in their broadcasts. The March 29 issue of "Women Today", a feminist newspaper, and the April, 1976 issue of "El Noticiero", the Hispanic Business and Professional Women's Club newsletter, also mentioned the course.

In addition to the press efforts undertaken as part of the outreach and recruitment of participants, there was media coverage of this program during its implementation. (Appendix 28)

The business nominees participating in the program included two from George Washington University (one could not start the course as anticipated because of changes in her schedule),five from Pepco (four for the first cycle and one for the second), two from the Sheraton Park Hotel (one for each cycle), and one from C&P Telephone Company for the second cycle.

A protocol for interviews was developed during this phase to outline the process (Appendix 18).

Interview/Selection

Materials were specifically developed to be used during this process: application form, fact sheet, interview guide, registration form, etc. (Appendix 19].

The initial interviews were conducted at rented space in the Executive House, a motor lodge located at 1515 Rhode Island Avenue, N.W. The same care and criteria used to select a training site was used for selection of an interview site. Interviews were held on two days.

Sixty-six women telephoned our offices soliciting information on the course. Appointments were made with forty-five of them. Twenty-one were screened over the telephone and were not given appointments because they did not meet the criteria for selection, in particular proficiency in English.

Although interviews were made for forty-five women, only thirty-one kept their appointments. Of those thirty-one, LM&A selected twenty-five women for the first cycle and two for the second cycle, due to start May 25.

Of the four women who were not selected, one wanted a more specialized program and was referred to the Urban Business Education Association (UBEA); one had to leave the country unexpectedly; one was not interested in the course and gave no reason for this; and, one was overqualified.

The outreacheffort to identify potential participants and for recruitment had been projected to take one month.It actually took two and a half months and it involved the skills of a public relations expert to initiate media contacts which are still yielding results.

As a direct result of trainees participation in our program, in addition to the outreach efforts, potential applicants continued calling to find out information about the program and how they could participate. Over forty additional calls were received from interested women. Our staff followed the same procedure of initial telephone screening and personal interviews. These interviews were scheduled at our offices after working hours. Selection for our second group was made according to our pre-established criteria. A total of twenty six participants were registered for the second training program.

Retention Rate

Of the total of 51 participants who registered for the course, 49 actually started it. Of those who started, 43 completed it, which represents an 87% retention rate.

Participants who dropped out did so for the following reasons:

- health (personal or family) - 3 participants
- relocation - 1 participant
- interest only in management section of course - 1 participant.

Participants Profile

Table 1 presents a breakdown of the trainees who participated in this course. Analyzing these figures several outstanding characteristics are revealed:

- 92% of the participants were between 20 and 50 years old; 68% between 20 and 40; 28% over 40 years old. Although the majority fell in the 20 to 40 age bracket, over two thirds of the participants were over 30 years old. This clearly demonstrates the desire of the Hispanic woman to learn, grow, and develop regardless of her age.
- Almost 90% of the participants were originally from Hispanic countries outside the U.S. This figure reflects the tremendous untapped resource we have in this country - Hispanic women who need an opportunity to participate in career development programs to upgrade their career options and develop their potential.
- Over half (55%) of the participants were not married; 79% had two or less children; 90% had three or less children. These figures clearly prove the misleading conception of the stereotypic image of the Hispanic woman as a married woman with a house full of children.
- The Washington, D.C. Metropolitan area (D.C., Maryland and Northern Virginia) was almost equally represented. This supports our original statement of the problem: there are no programs of this type specifically geared

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

PARTICIPANTS PROFILE

CATEGORY	Group 1 25 trainees	Group 2 24 trainees	Total 49 trainees	% of total number of trainees
AGE				
under 20	1	0	1	02%
20 - 29	9	4	13	26%
30 - 39	10	11	21	42%
40 - 49	3	9	12	24$
50 +	2	0	2	04%
PLACE OF ORIGIN				
South America	12	10	22	44%
Caribbean	5	6	11	22%
U.S.	4	1	5	10%
Central America	3	7	10	20%
Europe (Spain)	1	0	1	02%
MARITAL STATUS				
single	9	6	15	30%
married	11	11	22	44%
divorced/Widowed	5	7	12	24%

Table I

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

PARTICIPANTS PROFILE

CATEGORY	Group 1 25 trainees	Group 2 24 trainees	Total 49 trainees	% of total number of trainees
NUMBER OF CHILDREN				
none	9	9	18	36%
one	7	6	13	26%
two	3	5	8	16%
three	3	3	6	12%
four	0	0	0	0%
five or more	2	1	3	6%
GEOGRAPHICAL DISTRIBUTION				
District of Columbia	5	13	18	36%
Maryland	11	5	16	32%
Virginia	9	6	15	30%
EDUCATIONAL LEVEL				
less than high school	1	0	1	02%
working towards high school diploma	2	0	2	04%
high school diploma	9	7	16	32%
vocational high school	3	1	4	08%
some college or business school	5	9	14	28%

ntinued)

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

PARTICIPANTS PROFILE

CATEGORY	Group 1 25 trainees	Group 2 24 trainees	Total 49 trainees	% of total number of trainees
working towards B.A.	1	1	2	04%
college degree	4	5	9	18%
graduate degree	0	1	1	02%
EMPLOYMENT STATUS				
full time	18	21	39	79%
part - time	1	1	2	04%
student	3	0	3	06%
unemployed	3	2	5	10%
LEVEL OF EMPLOYMENT				
sales person	1	1	2	04%
clerical	12	16	28	57%
bookkeeper/accountant ass't	3	2	5	10%
youth aide	1	0	1	02%
manpower specialist	1	0	1	02%
lab technician	1	0	1	02%
fist line supervisor	1	2	3	06%
mid - level management	0	1	1	02%

Table I (continued)

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

PARTICIPANTS PROFILE

CATEGORY	Group 1 25 trainees	Group 2 24 trainees	Total 49 trainees	% of total number of trainees
MOTIVATION FOR TAKING COURSE	9	8	17	34%
wants own business	9	8	17	34%
family business	4	4	8	16%
managerial position	5	8	13	26%
personal advancement	7	4	11	22%
SOURCE OF INFO. ON COURSE				
industry/business nominees	7	4	11	22%
media	12	3	15	30%
direct contact	4	2	6	12%
word of mouth	2	15	17	34%
REFERRED APPLICANTS				
G. W. University	2	0	2	04%
Pepco	4	1	5	10%
Sheraton	1	2	3	06%
C and P Telephone	0	1	1	02%

Table I (continued)

to Hispanic women; the population exists, as so does the need.

- Almost half of the participants (44%) have or are working towards a high school diploma. Over half of them (52%) have pursued some type of higher education. Again, these figures reflect the awareness of the Hispanic woman of the importance of education for self-development, and her direct involvement in education to achieve her goals. Also, the stereotypic image of the Hispanic woman in the sole roles of wife and mother is once more proven wrong.

- Although 83% of these women were employed, only 22% of them were employed in semi-professional or supervisory positions. Comparing this last figure (22%) with the fact that over 52% of them have pursued and completed some type of higher education above high school level, it is clearly demonstrated how underutilized these resources are. Most of these women were underemployed, and the only one that had acquired a graduate degree was unemployed. These figures support a widely known fact: Hispanic women are discriminated against in employment opportunities.

- The majority of these women (51%) were interested in having their own business or participating in a family business. Over one fourth (26%) were interested in managerial positions, while almost one fourth (22%)

participated in the course for personal advancement Once more, these figures reflect these women's high aspirations and desire for growth and self-development

- Although almost one third (30%) of the participants learned about the course through the media, the majority (34) learned about it through word of mouth. It is interesting to note that although only two (4%) participants from the first group heard about the course from someone else, fifteen (30%) from the second group learned about it this way. This increase of 28% was due to enthusiastic participants from the first group relating their training experiences to friends and relatives.

In summary, these two groups of participants clearly nullify some of the existing misconceptions and myths about Hispanic women. Nevertheless, they present a composite picture of many truisms, or self-evident truths, of a large number of the Hispanic women population.

DELIVERY

As was mentioned earlier in this report, the development of this program was a continuous ongoing procedure. Throughout the delivery of content materials, each session was evaluated by the participants. At all times the lead trainer and staff encouraged verbal and written feedback in the way of both positive and negative comments. Participants were frequently informed that these comments were needed for the main purpose of revising and refining the curriculum. Keeping this in mind, the training delivery can be divided into three major activities: preparation, delivery, and debriefing.

Preparation

Before each session the lead trainer and staff engaged in several preparatory activities in an effort to insure maximum efficiency and effectiveness. The major activities prior to the session were as follows:

- Lead trainer
    - reviewed and timed content material
    - prepared necessary newsprints and transparencies
    - insured that logistics were being properly taken care of for timely delivery
    - training room preparation: proper sitting arrangement; audio visual equipment available and in working condition; comfortable room temperature;

  - handouts arranged in order of distribution, greeting of participants as they arrived.

- Assistant and staff
  - timely typing, copying, and orderly packaging of all handout materials
  - delivery of sample trainer unit and handouts to lead trainer and staff participating in session
  - confirmation of guest speaker's participation
  - preparation of package containing training tools and accessories, e.g.: felt tip markers, masking tape, tape recorder and tapes, push pins, etc.

Delivery

As was previously discussed, after the selection of content material and instructional methodology and strategies, several revisions were made to the schedule of sessions. After careful staff evaluation and deliberation, a final schedule was decided upon (Appendix 13) which outlined content and time frames. Summaries for each session are presented in the Evaluation section of this report.

In addition to the lead trainer's expertise in delivering techniques, the actual presentation of the materials involved regular mechanical activities. For example: insuring that content was timely delivered, in the correct and logical sequence; insuring that time is allowed for questions and answers for each area discussed; establishing proper climate; observing punctuality to start and end the session; allowing time for breaks and for participants to fill out evaluation form at the end of each session:

Given the objectives of this program, and its nature as a pilot training, the major activities in which the lead trainer engaged were more psychological than mechanical. Participants' reactions to issues discussed, attitudes and behaviors exhibited, comments on content materials, and special problematic areas were identified and closely observed by trainer and staff.

It became evident that many of the participants exhibited problems in two major areas: perception of self, and perception of self in interaction with the outside environment. Although the problems we identified surged out of different (single or combined) areas, all of them stemmed out of one common ground: culturally imposed roles.

It was frequently noted that the majority of participants saw themselves as the typical "feminine" submissive figures who shouldn't be too assertive for fear of appearing or being considered "masculine". Hand in hand with this self-perception was the tendency to see the male in the family structure as the authority and the most capable to make decisions.

Most outstanding among these were low levels of expectations, minimal initiative towards involvement in career and self development, a minimum knowledge of and experience in assertive behavior, and lack of knowledge on civil rights. All these and other self perceptions problems overlapped and were usually sequential since at the root of all them is the role scripting assigned by culture.

These attitudes and behaviors were frequently discussed with participants as they were closely observed and identified by the trainer and staff. They became more evident in the interaction among the participants and in the discussions of experiences inside and outside the classroom situation. Projections of self image were ruling the dynamics involved in these interactions, and were best noticed in the common practice of "putting each other down", equating assertive, agressive, and "masculine" behavior, lack of awareness of discrimination against them, fear of homosexuality being translated as a ridicule and laughable subject, and the frequent practice of transferring decision-making responsibilities to male figures, with the underlying notion that males are best capable to make better decisions.

Many of the problems identified in the previous comments were addressed in one way or another by trainer and staff. Proven successful techniques and strategies were role playing situations, small group work, demonstrations, panel discussions, and simulation exercises. Another very effective technique introduced was individual counseling with many of the participant outside the clasroom situation.

Debriefing

The following day after each session the trainer and staff met to debrief or evaluate the session and to make recommendations for improvement. In order to make these sessions more effective, a special format was designed to maintain uniformity and to expedite the process (Appendix 20). At these meetings the following areas were discussed:

- participants' evaluation - the mean score for each session was computed according to the value assigned to it by each participant, the written comments reflected participant reaction: were the content and delivery well received?; any problems identified by participants?; level of enthusiasm
- attendance - Were there any chronic absentees, any problems with tardiness?
- participants' oral presentations - Were they prepared? Did presentation reflect content learned in class? Was the participant at ease?
- content - Was it understood? Was it too difficult, too basic, or appropriate for the group? Any changes for future deliveries?
- delivery - Was content presented clearly? Voice tone appropriate? Was timing on schedule? Any problems with delivering any specific area? Did participants like the presentation?
- training aids - Were they used effectively? Were they visible or audible from the back of the room? Any problems in securing a/v equipment? Other problems?
- other - Was room properly set up? Room temperature comfortable? Noise level? Any other comments or suggestions.

These debriefing sessions yielded substantial ideas and recommendations which were considered for the revision of the content, and to make course modifications during the testing period of the program.

V

EVALUATION

1. Objectives
2. Methodology
3. Personal Growth Inventory
4. Daily Evaluation
5. Mid-Term and Final Evaluation

82

EVALUATION

Objectives

As was reported in the second and third Progress Reports, LM&A evaluated the results of its management training program by setting evaluation objectives which corresponded directly to the program objectives. The program established the following objectives:

- provide generic information and techniques of management
- stimulate interest in business and management
- assist participants in transfering individual skills to business skills

The evaluation design to measure the attainment of the program objectives is based on the analysis of three major components:

- changes in business and management skills and competency level
- changes in motivation and attitude toward professional involvement in business and management
- assessment by the participants of the trainers, instructional methods, curriculum material, and the totality of the program.

Methodology

In order to evaluate changes in participants' business and management skills and competency level, a self-assessment mechanism was integrated in each instructional module (Appendix 12).

Specific behavioral objectives participants should accomplish upon completion of each unit were stated for each unit module. This mechanism allowed the participant to cross-compare her learning experience with the behavioral objectives, providing her with a self-assessment tool used to know if she had met or accomplished those objectives. Trainer and staff were available for individual consultation in the event that any participant identified unattained objectives.

Changes in motivation and attitude toward professional involvement in business and management was evaluated by two different instruments:

- Personal Growth Inventory (Appendix 21)
  Measured individual attitudes and motivation by identifying current strengths and those strengths that needed to be developed. This instrument was administered early in the course (2nd session) and during the last (15th) session. Participants filled out a strengths and weaknesses worksheet so as to compare the results to identify what strengths if any, were developed by their participation in the course; and changes, if any, occured in their perception of self. Results were discussed and recorded in the last session.

- Final Evaluation, Part II (Appendix 25)

  Measured pre and post course changes in:

  - specific behaviors directly related to management/business ownership activities
  - skills acquisition
  - learning level
  - attitudes/motivation

Participants' assessment of the trainers, instructional methods, course content, and the course in general was achieved through daily evaluations,a Mid-Term evaluation, and a Final Evaluation.

It is important to note that all evaluations administered were completely anonymous. The lead trainer and staff at all times stressed the anonymous quality of the evaluations and encouraged comments from participants. Groups were made aware of the nature of the program and the importance of recommending changes for improvement.

Personal Growth Inventory

As was previously mentioned, this instrument measures individual attitudes and motivation by identifying current strengths and those strengths that need to be developed. It was developed by Dr. Michael G. Blansfield and Dr. Gordon Lippitt (Appendices 11 and 21).

In an effort to measure changes in attitudes and motivations, participants filled out the inventory at the beginning and end of the course. To encourage candid answers and increase the validity of the responses, participants were told that responses were to be private. The trainer also pointed out that comments were welcome but that they were totally voluntary, since the purpose of the exercise was to give each one a view of herself.

During the first administration of the instrument for both groups, verbal comments were minimal. Most of them centered around the issue of becoming aware of previously unrecognized strong points as well as of other areas that needed strengthening.

The instrument was again administered at the end of the course and both groups' reactions and responses markedly increased in volume and intensity . Participants had been requested to bring the first PGI in order to compare responses. The lead trainer repeated her comments that comments were voluntary. She then addressed the group with the following question: "Have you noticed any changes since you and this group started this course?" The following are some of the responses which were tape recorded:

" I am more open now, I am more confident than before".
"I have more peace of mind and more tolerance".
"I feel more confident, I have gained friends".
"My level of aspiration has changed. Before I thought I couldn't do anything else because of my age, but now I'm sure I can do many things".
"I have started to take other classes because I'm sure I can do more".

"I'm not afraid to face the future".

"Before taking this course I was scared to express myself, but now I haved improved".

"Now I know that life offers me a very wide range of alternatives.

"The group has developed into a more open group".

"I feel the course has influenced me in helping me develop my skills".

"This course has made me change".

"As a group, when we started we were very shy, afraid of our accent, afraid of expressing ourselves, now I see ourselves more open, ready to start going and face whatever we have to face".

Daily Evaluations

During the initial stages of delivery, a short and simple daily evaluation form was designed (Appendix 22). It's main purpose was that of generating participant feedback in order to revise and polish the units through their value assessment of course content, instructional methods, and trainer delivery. In order to elicit open candid responses, the evaluation was anonymous. Each session was rated on a scale of 1 (little value) to 5 (extremely valuable). Additional space was provided for comments and suggestions. This evaluation focused on participants' assessment of the value of content.

After the tabulation of the evaluations, the mode and mean scores were calculated and recorded in the Debriefing Notes (Appendix 20). The overall mean for the entire course (both groups) was 4.59; that is, participants rated the programs as extremely valuable.

Table 2 presents both groups'means for each session as well as combines means for each session and the overall mean for the course. All of the sessions were rated above 4.0, or very valuable. The majority of the sessions (71%), ten out of fourteen, were rated above 4.5, or extremely valuable.

Mean scores for the first three sessions of Group 1 are not available because the daily evaluation form had not been developed. The last session was not evaluated with the daily evaluation since the final evaluation was administered at that time.

Mid-Term and Final Evaluations

The Mid-Term (Appendix 24) and Final (Appendix 25) evaluations evaluated sessions one to seven and eight to fifteen respectively. Sessions were evaluated in more detail in terms of participants' reaction and enjoyment of the course, learning level, course impact, level of difficulty, utility of information, and modifications suggested. Table 3 presents each groups' evaluation for each session. The following are brief summaries for each session and for the evaluation of each.

- Course Introduction

  Participants met through exercises. Course rationale, content, and delivery style (maximum group participation and minimum lecture) were presented and discussed. Idea of a contract between participants and

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR HISPANIC WOMEN

SESSION	MEAN		Combined Mean
	Group I	Group II	
1. Course Introduction	n/a*	4.55	4.55
2. Self-Understanding	n/a	4.75	4.75
3. Interpersonal Communications	n/a	4.61	4.61
4. Management Skills: Leadership	4.70	4.57	4.63
5. Communications/Time Management	3.91	4.71	4.31
6. Management Functions	4.70	4.63	4.66
7. Assertiveness Skills	4.82	4.78	4.80
8. Legal Considerations I	4.75	4.66	4.71
9. Legal Considerations II	4.81	4.94	4.87
10. Business Transactions I	4.82	4.64	4.73
11. Business Transactions II	4.57	4.10	4.33
12. Business Transactions III	4.75	3.98	4.36
13. Your Own Business I	4.80	4.27	4.53
14. Your Own Business II	4.81	4.12	4.46
15. Your Business Plan/Closure	n/a	n/a	n/a
	OVERALL COURSE MEAN		4.59

*Not available

Table 2

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING FOR HISPANIC WOMEN

GROUP' EVALUATION OF SESSIONS

SESSION	PERCENTAGE					
	Group I			Group II		
	Didn't like it	Liked it somewhat	Liked it very much	Didn't like it	Liked it somewhat	Liked it very much
1. Course Introduction	5.3	12.3	82.3	11.6	29.6	59.0
2. Self-Understanding	10.5	4.0	85.5	3.0	3.0	94.0
3. Interpersonal Communications	0	8.0	92.0	0	14.5	85.5
4. Management Skills: Leadership	0	6.0	94.0	0	12.0	88.0
5. Communications/Time Management	0	28.0	72.0	0	14.0	86.0
6. Management Functions	0	10.5	89.5	9.0	9.0	82.0
7. Assertiveness Skills	0	0	100	0	0	100
8. Legal Considerations I	0	2.0	98.0	0	14.0	86.0
9. Legal Considerations II	0	12.0	87.7	0	22.2	77.7
10. Business Transactions I	0	8.5	91.5	0	15.0	85.0
11. Business Transactions II	0	11.5	88.5	0	31.0	69.0
12. Business Transactions III	0	19.5	80.5	0	27.0	73.0
13. Your Own Business I	0	20.3	79.7	0	41.3	56.6
14. Your Own Business II	0	3	97.0	0	34.0	66.0
15. Your Business Plan/Closure	0	12.3	87.6	0	24.0	76.0
OTHER						
. Course Organization	0	0	100	0	0	100
. Handouts	0	0	100	0	6.0	94.0
. Trainer Style	0	0	100	0	0	100

Table 3

staff was presented and discussed.

Mean: 4.55. Although the majority (70.5%) of the participants liked this session very much, the idea of the contract was not well received by many (75%). However, the idea of minimum lectures and more group participation was very well received (81%). The mean obtained at the end of both sessions reflects the participants' high level of expectation created by the trainer's effective presentation of the course overview and by a well established climate setting. The only problem in this session was that time frames were not utilized to a maximum. For future deliveries it would be advisable to introduce additional content matter at the end of the session.

- Self- Understanding

Participants filled out a life inventory and the Personnel Growth Inventory (Appendix 11). Concepts of the dynamics of change were discussed. A panel on dual roles (work and home) was presented by successful women managers.

Mean:4.75. This was one of the higest rated sessions of the course . Almost 90% of the participants enjoyed it very much. The life and personal growth inventories were well received and generated excellent student response. The majority of the participants expressed a high level of enthusiasm for the issues discussed with the panel, some to the extent of suggesting additional time for this unit.

- Interpersonal Communications

The concept of effective communications was discussed. Participants filled out the Personnel Relations Survey (Appendix 11) based on the Johari Window theory of information sharing. They identified their individual interpersonal styles of communicating with employers and employees.

Mean: 4.61. Although this was another highly rated session (88.7% liked it very much), and the participants expressed interest and enthusiasm, recommendations were suggested, especially by the first group. These centered around the time frame allotted for filling out the instrument (several participants needed more time due to language problems) and more examples to illustrate concepts. These recommendations were considered and appropriate action was taken integrate them into the second cycle of the course Fewer participants from the second group, although given more time, recommended time extension. Those that did suggest it had more than average difficulty with English. This problem suggests a more careful screening of participants for selection, since in both groups there were some participants who finished far ahead than the rest.

- Leadership

The concept of leadership and the effects of leadership styles on being a good manager were discussed. Participants identified their own leadership style through the T/P questionnaire and managerial grids (Appendix 11]

Mean: 4.63. Ninety one percent (91%) of the participants considered this class not only interesting but extremely valuable as well. Suggestions were made to devote more time to leadership styles so as to have additional opportunity for more indepth discussions. Due to the volume of content matter it would be advisable to allow more than one session for future deliveries of this topic.

- Written Communication and Time Management

The concepts of effective communication and listening skills were discussed. Also, differences in Spanish English written communications were presented through different exercises. Techniques for effective time management were also discussed.

Mean: 4.31. This was the lowest rated session in the daily evaluations. Only 79% of the participants liked this session vey much. Suggestions were made by the first group to allow more time to the written business communications unit. Given the low (3.91) mean on the sessions, the units were re-designed to incorporate participants and staff suggestions. The second group had an evaluation mean of 4.71, which reflects a marked improvement. Nevertheless, the redesign allowed less time for the unit on time management and upon delivery it was noted by trainer and participants that more time was needed for this topic. For future deliveries it is recommended that the time management unit be moved to the unit on the management process so as to allow more time for exercises and discussion in written business communications.

- Management Functions

This session covered the different management functions of planning, organizing, staffing, directing, and controlling. The activities involved within each function were also identified and discussed. A workbook was designed to provide the participants with the opportunity to relate actual work experiences to the concepts being discussed.

Mean: 4.66. Over 85% of the participants enjoyed this session very much. Some suggested to give more time to this topic, perhaps even two full sessions. We were not able to incorporate this suggestion for the second group since, given the overall design of the course, subsequent time slots had been already allotted to other topics. Nevertheless, we do suggest that in the future, the topic be covered in two full sessions.

- Assertiveness Skills

This session covered the issues of the differences between assertive, agressive, and non assertive behaviors. Manipulative barriers used to block assertive behavior were identified and skills to overcome these barriers were discussed and practiced. Different guest speakers conducted each session.

Mean: 4.80. This was the second highest rated session of the course and participants evaluated it as extremely valuable. All the participants benefitted from it very much.The first group's schedule included a midterm course review in addition to the assertiveness unit. Group response was extremely enthusiastic and there was a unanimous agreement in suggesting extension of this unit to a full session. For the second group appropriate arrangements were made to expand the assertivenness unit to the entire three-hour period.This allowed more time to discuss the issues as well as illustrate them through examples, role plays and simulations, and case studies.

- Legal Considerations I

This session discussed issues on reasons for engaging legal assistance for personal and/or business purposes; local sources of legal assistance were provided; techniques on how to select and work more effectively with an attorney were also discussed. A second unit on stereotyping and the different ways discrimination occurs in employment was also presented. Following this a third unit discussed issues around the rights and duties of employers and employees.

Mean: 4.71. Ninety two percent (92%) of the participants enjoyed this session very much and rated it as extremely valuable. Suggestions were made by the first group to expand on the examples to clarify more on the different types of discrimination. These were incorporated into the delivery for the second group. Both groups felt that they had acquired very useful and practical information which they could apply in their personal and professional lives.

- Legal Considerations II

Different laws protecting the right to work were presented and discussed. Insurance laws (Workmen's Compensation, Social Security, Unemployment) were also discussed. Different types of insurance, and taxes for small businesses were also discussed.

Mean: 4.87. Although this was the highest rated session on the daily evaluations only 82.7% reported as liking it very much;17.2% liked it somewhat in the final evaluation. The discrepancy can be explained because one instrument (daily evaluation) measures the content in terms of its value and importance to the participant. The final evaluation measures more the content in terms of participants' enjoyment level. Given the fact that the content in this session is rather dry and technical some of the participants actually did not like it very much but nevertheless they found the information extremely valuable.

- Business Transactions I

Financing, credit and banking are the units included in this session: Participants discussed the issues around the financial planning involved in starting a new business. Worksheets were designed to assist participants in calculating personal net worth and financial requirements for living expenses, initial start-up costs, and projection for monthly operating expenses of the business. Issues involved in the Equal Credit Opportunity Act were discussed. A guest speaker, Vice-President of Women's Banking from a local bank, discussed the issues on how banks evalute loan applicants and what services banks offer.

Mean: 4.73. This was one of the highest rated sessions. Participants considered the session extremely valuable and 92% enjoyed it very much. The worksheets and handouts were deemed very useful, and the information very practical for personal as well as business purposes.

- Business Transactions II

This session dealt specifically with contracts and leases. Essential clauses to a legally enforceable contract were discussed and participants practiced on drafting a contract that could be legally enforced. Standard leases were also discussed with an emphasis on the different clauses which are included, what they mean and how they are enforced. Participants role played a lessor/lesser situation.

Mean: 4.33. Although this was one of the lowest rated sessions, nevertheless it was evaluated above the "very valuable" category. The exercise on drafting a contract was very well received. Over three quarters of the participants (78.7%) enjoyed this session very much while the remainder liked it somewhat. For future deliveries it might prove to be a good idea to add another role play situation to increase participant mobility, or to video tape the role play for procesing the exercise.

o Business Transactions III

Production, purchasing, marketing and avertising fuctions were the four units presented in this session. Each function was defined in terms of the activities involved and how they affect business success. Materials from the Canadian course (Appendix 11) were incorporated in the production unit. An exercise or game in production was adapted to illustrate the activities involved as well the concept of how cost of production affects pricing and profit.

Mean: 4.36. Over three quarters (76.7%) of the participants liked this session very much and they considered the information presented very valuable. Participants of the first group did not react too favorably to the production game. During feedback period at the end of the session they were asked about this and the unanimous response was that instructions had not been too clear. Steps were taken to improve on this aspect and the second group reacted in a very positive way - all expressed enjoyment and learning from the experience.

o Your Own Business I

This session covered three units: accounting, American business overview and the business location. The accounting unit covered basic bookkeeping principles involved in business transactions. The overview of

American business presented the advantages and disadvantages of three major types of organizing a business: sole proprietorships, partnerships, and corporations. The third unit covered the issues involved and factors to consider in selecting a business locale. A different guest speaker conducted each accounting unit.

Mean: 4.53. This entire session generated mixed reactions from both groups. The majority of the participants (85%) liked the business locale unit very much. Sixty eight percent (68%) also liked the unit on the American business overiview. Participants' reaction to the unit on accounting was not as favorable. In the first group some felt the session was too difficult (29%),while others felt it was too basic (14%) and the majority felt it was just right for them (57%). Many also considered that some concepts were not clearly explained. This was probably caused by the accountant guest speaker's lack of experience in public speaking, and her limited bilingual capability.

Steps were taken to address this problem and another guest speaker was contacted to conduct this session for the second group. Although this group judged the presentation to be more clear,the majority of them suggested that more information should be included, that the unit be extended to at least a full session.This group was also divided in its views of the level of difficulty of the unit. Although 87% considered it at the right level for them,13% found the content too difficult. These problems should be addressed in future deliveries by: 1) careful screening of participants to insure a more homogeneous group in terms of educational levels and previous exposure to business, 2) providing a speaker or trainer with full bilingual capabilities, 3) re-designing and expanding the accounting session to include more time for exercises and clarification of content, and 4) transferring the other two units to other session(s).

o Your Own Business II

This session covered two units: a panel on women business owners, and a unit on how to plan to start a business. The panel discussed with the group issues around problems and solutions in starting a business. The unit on the business plan presented issues to consider and guidelines to follow before starting a business.

Mean: 4.46 . The majority (81.5%) of the participants enjoyed this session very much. The unit on the business plan was well received by both groups (83.5% liked it very much) . Analyzing both groups means and percentages it becomes evident that the first group throughly enjoyed the panel unit more than the second group (100% vs 59% liked it very much).

This was due to a major change introduced for the second cycle .

One of the panelists from the first group volunteered to host the second group at her own place of business after business hours. After careful consideration of pros and cons in terms of participants benefit from this change, the trainer and staff decided that it would provide participants with a good learning experiences to be exposed directly to the business owner at her own business. Appropriate arrangements were made and the session was conducted at the business locale.

Results were not as favorable as expected for two major reasons. Fist of all, the environment was not conducive to learning since the size of the shop was rather small and uncomfortable (all had to sit on the floor), the noise level (air conditioned) was rather high; and the room temperature intermittently cold and hot. Second, the host business owner, although she shared with the group her experiences in starting her business, could not provide the group with the wide range of experiences that the panel discussed with the first group. For future deliveries it would be advisable to retain the original unit design since participants benefitted more from the panel of women business owners.

- Closure

  During this session participants once more filled out the Personal Growth Inventory. Comparisons were made between the first and second inventories to test for any strengths developed since the beginning of the course. In this session participants filled out the final evaluation, and a brief ceremony was conducted to award certificates of completion followed by a short celebration. The first group planned a buffet at the training site while the second group made arragements to conduct the ceremony and celebration at a local restaurant.

  There was no daily evaluation administered in this last session. After participants filled out the final evaluation, verbal feedback on the entire course was elicited from the participants of each group. General consensus was that the course as a whole had been extremely valuable, practical for personal and career purposes and interesting. Comments were recorded and transcribed (Appendix 27).

- On the whole, participants viewed the course as a success. Course organization and trainer style were unanimously praised (100% liked each very much). Handouts and materials developed were also liked very much (97%) and considered very useful.

In addition to participants' written and verbal avaluations and coments, the program's benefit and impact can be evaluated with actual changes in attitudes and behaviors (Appendix 27). Learned concepts were effectively applied to individual situations. Many of the participants initiated action towards making concrete arragements for furthering their education, moving up the career ladder by applying for a higher level of employment, for opening their own small business, and even for resolving some personal/family problems. For example:

- Three participants initiated procedures to start their own small business.
- Eight participants initiated procedures to actively move up the career ladder by applying for higher positions within or outside their present work. As of this writting, Six of these have actually assumed management or higher positions.
- Five participants have made arrangements to further their education by registering for other courses, including one who registered at one of the local universities to start this Fall.
- Nine of the participants have been able to successfully resolve some personal and/or family problems.
- Three participants were referred to and contacted direct sources of legal assistance to resolve legal problems

- Two participants contacted local banks to make arrangements for a loan.

Although correlation between the program and what participants do after completion is difficult to measure without a follow up study, nevertheless the above statements are good indication of program impact.

Table 4 presents a summary of the course by sessions overall mean and percentage of student response. Figure 1 presents a summary of participants' evaluation of instructor and methods.

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING FOR HISPANIC WOMEN

COURSE EVALUATION SUMMARY

SESSION	MEAN	PERCENTAGES		
		Didn't like it	Liked it somewhat	Liked it very much
1. Course Introduction	4.55	8.5	21.0	70.5
2. Self-Understanding	4.75	6.7	14.0	89.7
3. Interpersonal Communications	4.61	0	13.5	88.7
4. Management Skill: Leadership	4.63	0	9.0	91.0
5. Communications/Time Management	4.31	0	21.0	79.0
6. Management Functions	4.66	4.5	9.75	85.2
7. Assertiveness Skills	4.80	0	0	100
8. Legal Considerations I	4.71	0	8.0	92.0
9. Legal Considerations II	4.87	0	17.2	82.7
10. Business Transactions I	4.73	0	11.7	88.2
11. Business Transactions II	4.33	0	21.2	78.7
12. Business Transactions III	4.36	0	23.2	76.7
13. Your Own Business I	4.53	1	30.8	68.1
14. Your Own Business II	4.46	0	18.5	81.5
15. Your Business Plan/Closure	n/a*	0	18.0	82.0
OTHER				
. Course Organization	-	0	0	100
. Handouts	-	0	3	97
. Trainer Style	-	0	0	100

* n/a = not available

Table 4

BUSINESS AND MANAGEMENT DEVELOPMENT TRAINING FOR HISPANIC WOMEN

PERCENTAGE SUMMARY

EVALUATING INSTRUCTORS AND METHODS

Instructions: Please rate your instructor for the last training session, being as objective as possible, by placing an "X" under one of the columns numbered 1 through 5 (1 being excellent; 5 being poor).

	1	2	3	4	5
a. Instructor's ability to convey material	83.7	16.2			
b. Instructor's ability to sustain your interest	85.9	14.1			
c. Instructor's ability to relate to your particular interests and concerns	65.9	34.0			

Instructions: Please rate the course organization and the materials taught by placing an "X" in the appropriate box.

a. Opportunity to participate in class	59.6 as much as I wanted;	37.1 about as much as I wanted;	3.1 not as much as I wanted.
b. Coverage of material	22.5 covered too much;	71.7 covered enough;	3.1 did not cover enough.
c. Coverage of material to suit your learning needs	84.8 challenging but not over my head;	11.9 over my head--hard to understand;	3.1 too elementary.
d. Usefulness of handout material	82.7 very useful;	17.2 useful;	not useful.

Figure 1

VI

RECOMMENDATIONS AND CONCLUSION

1. Recommendations
2. Conclusion

RECOMMENDATIONS

Since this was a demonstration program to develop a model or prototype for future operational programs, it represents a trial-and-error period during which new approaches and organizational structures and procedures were tried out on a rather flexible and easily revisable basis. Educational research points to stress the importance of focussing on this type of program as an opportunity for doing program research and for learning from experience. The appearance of elements of failure should be welcomed as learning opportunities.

Cognizant of these facts, LM&A has described in detail the most outstanding elements in the development of this program. in an efort to assist in the replication of similar programs, we would like to add the following general recommendations to the specific ones previously discussed in other sections of this report:

- Participant Selection

  Careful attention should be given to the development of criteria for participants so as to form more homogeneous groups. This will allow for a steady training pace by preventing slower participants to fall behind while more advanced ones accomplish objectives faster.

- Outreach and Recruiting

  These efforts should be implemented as close to the project start up time as possible. This will allow for materials to be developed and the selection of skills and concepts to be included in the program to reflect the training population's skills level, consistent with the needs for competency in the field. As a result of this measure, curriculum re-development during delivery will be minimized or eliminated entirely.

- Individual Counseling

As was discussed earlier in this report, trainer and staff identified and observed several problematic areas in terms of participants' self-perception and in perception of self interaction with the environment. Many of those problems were addressed in one way or another during sessions. But one of the most effective techniques utilized was individual counseling.

As result of extensive counseling sessions, we recommend that this program , as well as similar ones, targeted to similar audiences, increase and improve on areas designed to deal with self-image, motivation, and initiative, and the influence of cultural roles as a hindering force in becoming assertive. Also, some materials should be designed to bring out in the open issues of power and influence, and power and conflict.

As a corollary to this recommendation, we would recommend decreasing the number of participants per group to allow for more individualized attention. A recommended number is fifteen (maximum) participants per group.

Also, since individual counseling proved to be so needed and so effective, this practice should be broadened to include and schedule time for all the participants. This would also provide the trainer/counselor and staff with the opportunity to make a more thorough diagnosis and closer evaluation of each participant's needs, in an effort to better maximize her potential as a future manager and/or business owner.

- Course In General

Outstanding recommendations for the course in general as it has been developed are: (1) divide it and make it available to participants as two separate courses, one in management and one in business ownership; (2) allow at least four to six weeks between deliveries in order to make revisions and incorporate suggestions and learned experiences into the content; (3) begin to have participants use the materials earlier on to provide the opportunity for them to evaluate content and assist in their development and refinement.

Also, reorganize the previously identified components of the curriculum to adjust time frames allocated to each (e.g.: units on self-understanding, interpersonal communications, leadership, time management, management functions, accounting). In addition, limit breadth of coverage to include less topics in the curriculum to allow more in-depth coverage of the remainding ones.

The modularized curricula, while effective, proved time consuming for staff to develop and for participants to use. To increase participant responsibility for completing each module we suggest the development of another type of self assessment instrument to achieve this purpose,or scheduling time for checkpoints.

- Participants

Participants should invest something in the training, in-kind or other, so as to increase motivational aspects. For example: payment for materials, a registration fee, payment for certificate of completion, and the like.

- Evaluation

The evaluation design should provide for assessment not only of participant performance, but also of the overall learning experience. That is, participants should evaluate themselves, the trainers, materials and resources; and, the trainers should evaluate themselves, the participants, and the materials and resources used.

- Follow-up Study

  Provisions should be made for a follow up study. It is not difficult to increase participant knowledge and develop skills within a training event with a good training design and experienced trainers. The course, within its time span and conditions can have a perceptible effect upon those who take it.

  Often, however, participants return to their work enviroment and varying factors prevent their ongoing application of their new knowledge and skill. We believe that some post-training follow up is useful to determine those factors and to assist participants in overcoming or solving problematic areas.

- Academic Credit

  For this and similar courses, explorations on the possibility to acquire academic credit should be initiated immediately after the project is started. The process to achieve this objective is rather lengthy and complicated and early start up will icrease the probabilities of accomplishing the desired outcome.

CONCLUSION

It is a very difficult task to write on paper all the minute details and activities involved in the development and implementation of a program such as this one. It is even more difficult to put down on paper all the dynamics involved in the daily interaction among participants, with trainer, staff, and guest speakers.

This final report is but a reflection of the outline of all those activities and functions in which the LM&A staff, participants, and guests were engaged during this period.

The establishment of close relationships and support groups, key factors to the success of this program, were successfully accomplished. The program met it's objectives to the fullest extent:

- It provided participants with a management and business education program they could readily identify with.
- It provided women with exposure to successful business women as role models, thus increasing the motivational factors.
- It demonstrated some options and alternatives for achieving economic self-sufficiency for women.
- It provided Hispanic women with the basic skills to deal effectively with management and business related issues and problems.

- It demonstrated the potential for an increase in the number of women motivated to select management and business as career options.

Summarizing, participants needs were addressed; levels of enthusiasm and participation were markedly high; content was evaluated as extremely valuable; trainer and staff as highly competent and sensitive to participants' needs; materials developed were considered valuable and practical; learned concepts were applied; and concrete results emerged from individual participants in the form of attitude and behavioral changes.

APPENDIX 1

LETTER REQUESTING INFORMATION AND MATERIALS

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

L. Miranda and Associates is a minority owned women's consulting firm dedicated to educational, social, and community development. Its staff is composed predominantly of Spanish-American professional women; as such, it is uniquely qualified to deal with the development of programs for Hispanic women.

L. Miranda and Associates is under contract with the Department of Health, Education, and Welfare/Office of Education, to develop a Bilingual Business and Management Education program to include the development of curriculum and training materials for Hispanic women. We will offer a business and management training program with which they can readily identify. The program will provide the participants with basic skills to deal effectively with business and management related issues.

We are presently gathering information on management training programs, principally those oriented toward women, to assist us in the development of the curriculum and instructional materials for the courses in basic management skills and in personal development. We would appreciate your assistance in obtaining information on management training programs which could be adapted for Hispanic women, course outlines, syllabi, instructional aids, publications, resources on women's professional development, and motivational strategies.

We will be happy to exchange with you information developed from this program, as well as copies of materials we develop, if you so desire.

Thank you for your cooperation.

Sincerely,

Lourdes Miranda King

Lourdes Miranda King
President

LMK:sc

APPENDIX 2

PROGRAM/HUMAN RESOURCES

PERSONS SOLICITED FOR INFORMATION ON BOAE PROJECT

Gari Thompson
Executive Seminar Center
Kings Point, New York

Peter P. Gil, Associate Dean
Teaching Programs
Room E52-456
A. P. Sloan School
Massachusetts Institute of Technology
50 Memorial Drive
Cambridge, Massachusetts 02139

Catherine East
Citizens Advisory Council on the Status of Women
Room 1336
Department of Labor
Washington, D.C. 20210

Joan McCall, Executive Director
National Association of Women Deans and Counselors
1028 Connecticut Ave., N.W.
Washington, D.C.

American Society for Training & Development
P.O. Box 5307
Madison, Wisconsin 53705

Bernice Sandler, Executive Associate
The Association of American Colleges
Women's Equity Action League
1818 R Street, N.W.
Washington, D.C. 20009

Dottie Cook/Denise Cavanaugh Associates
1816 Jefferson Place, N.W.
Washington, D.C. 20036

Kathryn H. Stone
Washington Center for Metropolitan Studies
1717 Massachusetts Ave., N.W.
Washington, D.C.

Association of Women Business Owners
1000 Connecticut Ave., N.W.
Suite 1101
Washington, D.C. 20036

Ms. Beverly Cassara
Adult Education Association of USA
Commission on the Status of Women
1225 19th Street, N.W., Washington, D.C.

H. A. Bufton, Jr.
American Business Women's Association (ABWA)
9100 Ward Parkway
Kansas City, Missouri 64114

Ms. Beatrice C. Langley
American Society of Women Accountants
327 South La Salle Street
Chicago, Illinois 60604

Ms. Mary Hall
American Women's Society of Certified Public Accountants
327 South La Salle Street
Chicago, Illinois 60604

International Association of Personnel Women (IAPW)
c/o Ms. Margaret Lucas
Bechtel Corporation
P.O. Box 3965
San Francisco, California 94119

International Federation of Business and
Professional Women
Beaux-Arts Hotel, Suite 801
307 East 44th Street
New York, N.Y.

Ms. Joan Netherly
National Association of Bank Women
60 East 42nd Street
New York, N.Y. 10017

Ms. Marion E. Bryant
National Association of Negro Business and
Professional Women's Club
652 Bryn Road
Pittsburgh, Pennsylvania 15219

Ms. Carmen Maymi
Director, Women's Bureau
U.S. Department of Labor
Constitution Ave. & 14th Street, N.W.
Washington, D.C. 20210

Mary Ellen Verheyden-Hilliard
American Personnel & Guidance Association
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009

Better Jobs for Women
1548 Tremont Place
Denver, Colorado 80202

Ms. Dorotea Hernandez
Women in Apprenticeship Programs
Advocates for Women
593 Market Street, Suite 500
San Francisco, California 94105

Mr. David Swing
Federal Government Accountants Association of Washington
2300 South 25th Street
Arlington, Va. 22206

Dr. Marilyn Steele
Director of Planning and Community Activities
Charles Stewart Mott Foundation
Flint, Michigan.

Federation of Organizations for Professional Women
1346 Connecticut Ave., N.W., Suite 1122
Washington, D.C. 20036

Women's Action Alliance
370 Lexington Avenue
New York, New York 10012

Ms. Fran Slotkin, Director
The Women's Institute
C. W. Post Center of Long Island University
Greenvale, New York 11548

Sandra Ekberg-Jordan, Director
Graduate Management Program for Women
Pace University
New York Campus
Pace Plaza
New York, New York 10038

Business and Economic Development Resource Center
Howard University
1420 N Street, N.W., Suite 5-A
Washington, D.C. 20005

Mr. Rene Pacheco
Urban Business Education Association
805 15th Street, N.W.
Washington, D.C. 20005

Ms. Joan Harris
Executive Specialist for Minorities and Women
American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036

Options for Women
8419 Germantown Avenue
Philadelphia, Pennsylvania 19118

The Feminist Press
The Clearinghouse on Women's Studies
Box 334
Old Westbury, New York 11568

Women's Resource Center
105 Hartford Street
Natick, Massachusetts 01760

Paul V. Delker, Director
Division of Adult Education
U.S. Office of Education
Washington, D.C. 20011

Mr. John C. Molina, Director
Division of Bilingual Education
U.S. Office of Education
Washington, D.C. 20011

Ms. Lyla Hoffman, Director
Foundation for Change, Inc.
1841 Broadway,
New York, New York 10023

Director
Southeastern University
501 Eye Street, S.W.
Washington, D.C. 20024

Grace L. Hewell, Chairperson
National Association for Public Continuing and Adult Education
DHEW, Regional Office 2
Federal Building, Room 3951
26 Federal Plaza
New York, New York 10002

Professor Mary de Santi
Montgomery College
51 Mannakee Street
Rockville, Maryland 20850

Ms. Carolyn U. Fluet
Government Career Development
Florida Atlantic University
Boca Raton, Florida

Ms. Martha McLean
Special Programs
University of California Extension
Riverside, California

National Advisory Council on Vocational Education
425 13th Street, N.W.
Washington, D.C.

Ms. Kathryn Mulligan
National Advisory Council on Extension and
Continuing Education for Women
1325 G Street, N.W.
Washington, D.C.

Thelma C. Lennon, Director
National Vocational Guidance Association
Commission on the Occupational Status of Women
Pupil Personnel Services
Department of Public Instruction
Raleigh, North Carolina 27602

Ms. Carlene Turman
Commonwealth Learning, Inc.
103 Rosemont
Alexandria, Virginia 22301

Bill Taylor
Urban Business Education Association
Cafritz Building
1625 Eye Street
Washington, D.C.

Diana Lozano
Office of Minority Business Enterprise
Department of Commerce
Washington, D.C. 20230

Connie King
Office of Minority Business Enterprise
Department of Commerce
Washington, D.C. 20230

Alex Armendaris, Director
Office of Minority Business Enterprise
Department of Commerce
Washington, D.C. 20230

Rose B. Williams
Center for Public Personnel Management of the
National Civil Service League
917 15th Street, N.W.
Washington, D.C.

Professor Dick Dali
Prince George's Community College
301 Largo Road
Largo, Maryland 20870

Professor Andrew Nelson
Prince George's Community College
301 Largo Road
Largo, Maryland 20870

Ms. Carolyn Walker
Urban Business Education Association
1625 Eye Street, N.W.
Washington, D.C. 20005

Ms. Yvonne Rappaport
Adult Education Association
Consortium Building
George Mason University
Fairfax, Virginia 22030

Francelia Gleaves
Association of American Colleges
Project on the Status of Women
1818 R Street, N.W.
Washington, D.C. 20009

Dr. Shirley McCune
American Society for Training and Development
Center for Human Relations
1201 16th Street, N.W.
Washington, D.C.

Ms. Althea Simmons
Director of Training
American Society for Training and Development
200 E 27th Street
New York, New York 10016

Arvonne S. Fraser, President
Women's Equity Action League
National Office
538 National Press Building
Washington, D.C. 20004

Ms. Holly Knox
PEER
1522 Connecticut Avenue, N.W.
Washington, D.C. 20036

Mrs. Sharon Pierce
National Association of Bank Women
111 E. Wacken Drive
Chicago, Illinois 60601

Beverly B. Clark
Career Awareness Program
American Personnel & Guidance Association
Women's Caucus
10649 Weymouth Street
Bethesda, Maryland 20014

Frank Fuentes
Washington Urban League
1424 16th Street, N.W.
Washington, D.C. 20036

Ms. Helen Puner, Associate Director
Human Relations Work-Study Center
New School for Social Research
66 W 12th Street
New York, New York 10011

Doris Bennett Voelz
Director of Continuing Education for Women
College of Du Page
Glen Ellyn, Illinois

Ms. Kathryn M. Bartol
Department of Management, School of Business Administration
Academy of Management
Committee on the Status of Women in the Management Professions
University of Massachusetts
Amherst, Massachusetts 01002

Ms. Jean Ambrose
Career Education
549 Lenox Avenue
Westfield, New Jersey 07104

Raymond Parrott, Executive Director
National Advisory Council on Vocational Education
294 Washington Street
Boston, Massachusetts 02108

Ms. Thomas Bogetish
National Advisory Council on Vocational Education
708 10th Street, Room 260
Sacramento, California 95814

Ms. Lucille Shriver, Director
National Federation of Business and Professional Women's Clubs
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Dr. Paul Sedillo, National Director
Division for the Spanish Speaking
U.S. Catholic Conference
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Catalyst
6 East 82nd Street
New York, New York 10028

Federation Employment and Guidance Service
215 Park Avenue South
New York, New York

Women's Opportunity Research Center
Middlesex Community College
Division of Continuing Education
Spring Road
Bedford, Massachusetts 01730

Dr. Karen Allen
Continuing Management Education
Georgetown University
37th and O Streets, N.W.
Washington, D.C.

Dr. Dolores Dunne
Continuing Management Education
Georgetown University
37th and O Streets, N.W.
Washington, D.C.

Dr. Frances Chalmers
Continuing Education for Women
George Washington University
2121 Eye Street, N.W.
Washington, D.C.

Dr. B. Clements
Continuing Education for Women
George Washington University
2121 Eye Street, N.W.
Washington, D.C.

Dr. Ruth Velander
Continuing Education for Women
George Washington University
2121 Eye Street, N.W.
Washington, D.C.

Special Programs Department
Graduate School, U.S. Department of Agriculture
Independence Avenue between 12th & 14th Sts., S.W.
Washington, D.C.

The Center for Continuing Education
Catholic University of America
Box 75
Washington, D.C. 20064

Ina Halperin
Career Development for Women
College of Continuing Education
McKinley Building, Room 204
The American University
Massachusetts & Nebraska Avenues, N.W.
Washington, D.C. 20016

United Indian Development Association
1541 Wilshire Boulevard
Los Angeles, California 90017

Mr. George Rodriguez
Puerto Rican Businessmen's Association
96 Wadsworth Street
Hartford, Connecticut 06106

National Business League
4324 Georgia Avenue, N.W.
Washington, D.C. 20010

Chicago Economic Development Corporation
162 North State Street, Suite 600
Chicago, Illinois 60601

Simmons College
Graduate Program in Management
Boston, Massachusetts

Ms. Jane Fleming
Wider Opportunities for Women
1649 K Street, N.W., 4th Floor
Washington, D.C. 20036

Mr. Royce Hanson, Director
New Communities Study Center of Virginia
Polytechnic Institute
Reston, Virginia

Sr. Armando Cotayo
Bilingual Professional Development Program
560 Lexington Avenue
Room 710
New York, New York 10022

Experimental Bilingual Institute
177 East 104th Street
New York, N.Y. 10029

National Puerto Rican Development and Training Institute, Inc.
206 East 116th Street
New York, New York 10029

Owen Kugel
Chamber of Commerce of the U.S.
1515 H Street, N.W.
Washington, D.C. 20006

Lawrence E. Lucas, Executive Director
Self Motivation Institute, Inc.
89-02 Sutphin Boulevard
New York, New York 11435

Frank Feldman, Director
Workshop in Business Opportunities
83 Wooster Street
New York, New York 10012

Wilford L. White
Small Business Guidance and Development Center
Howard University
Box 553
Washington, D.C. 20001

Joseph D. Jackson, Director
Washington Area Business Service, Inc.
1401 K Street, N.W., Suite 410
Washington, D.C. 20005

Anacostia Economic Development Corporation
1200 U Street, S.E.
Washington, D.C. 20020

Elmer E. Springer, Chairman
Disadvantaged Small Business Advisory Committee
200 S. Eads Street
Arlington, Virginia 22202

Mr. William A. Jameson
Interracial Council for Business Opportunities
733 15th Street, N.W.
Washington, D.C. 20036

Dr. Henry G. Scharles
Managerial Skills Development for Inner City Business Employees
Georgetown University
School of Business
Washington, D.C.

Eve R. Grover
Assistant Vice President and Manager of the Women's Headquarters
State National Bank of Maryland
6921 Arlington Road
Bethesda, Maryland

Patricia Cayo Sexton
Professor of Sociology
New York University
New York, New York.

Mr. William A. Jameson
Interracial Council for Business Opportunities
733 - 15th Street, N.W.
Washington, D.C. 20036

National YWCA Resource Center on Women
600 Lexington Avenue
New York, New York 10022

Cornell University
New York State School of Industrial Relations
Ithaca, New York.

Francisca Flores
Comision Femenil Mexicana
P.O. Box 54624
Los Angeles, California 90054

Council on Interracial Books for Children
1841 Broadway, Room 300
New York, New York 10023

Joan Goodin, Assistant Director
International Affairs Department
AFL-CIO, 5th Floor
815 Sixteenth Street, N.W.
Washington, D.C. 20006

Institute for Women in Business
Southern Methodist University
Dallas, Texas 75222

Anna Nieto Gomez
Depto Estudios Chicanos
San Fernando Valley State
1811 Nordhoff Street
Northridge, California 91324

Margaret Jones, Associate Director
National Foundation for Improvement in Education
1507 M Street, N.W.
Washington, D.C. 20005

Ms. Mary Dublin Keyserling
D.C. Commission on the Status of Women
Room 204, District Building
Washington, D.C. 20004
(Mailing address: 2610 Upton Street, N.W.
Washington, D.C. 20008)

M. Magdalena Rodriguez Guinier
Vice President, Quest Construction Co.
East 81
State Highway 4
Paramus, New Jersey 07652

Johnnie Albertson
Small Business Administration District Office
1030 15th Street, N.W.
Washington, D.C. 20417

Anita Simon
The Restaurant School
2129 Walnut Street
Philadelphia, Pennsylvania 19103

Millie Torres
American Telephone and Telegraph
195 Broadway
New York, New York 10007

Association of Feminist Consultants
4 Canoe Drive
Princeton Junction, New Jersey

Betsy Hogan Associates
222 Rawson Road
Brookline, Massachusetts 02146
(Publishers: Womanpower; Step by Step)

Ledia Bernal
Federal Women's Program
HEW-N Room 4758
330 Independence Avenue
Washington, D.C. 20201

Dr. Frank Bonilla
Centro de Estudios Puertorriquenos
500 Fifth Avenue, Room 930
New York, New York 10036

Mr. Pete Weaver
Greater Washington Business Resource Center
1705 DeSales Street, N.W.
Washington, D.C. 20036

Ms. Jane Chapman
Center for Women Policy Studies
2000 P Street, N.W., Suite 508
Washington, D.C . 20036

Academy for Educational Development
1424 - Sixteenth Street, N.W.
Washington, D.C. 20036

Ivonne Agazarian
1831 Chestnut Street
Philadelphia, Pennsylvania 19103

Janet Casey Gigl, Director
Alverno Research Center on Women
Alverno College
Milwaukee, Wisconsin 53215

Dennis Garcia, Executive Director
National Puerto Rican Business and Marketing Association
9 East 43rd Street
New York, New York

Ms. Gloria Johnson
Director, Department of Education
International Union of Electrical Radio and
Machine Workers (AFL-CIO)
1126 Sixteenth Street, N.W.
Washington, D.C.

Graduate School of Management
Vanderbilt University
Nashville, Tennessee 37203

Program for Women in Management
The University of Tennessee
Department of Workshops
Nashville, Tennessee 37203

Ms. Gail Dorsheimer
Director of Special Programs
Rosemont College
Rosemont, Pennsylvania 19010

Dr. Ann B. Matasar, Director
Women's Management Program
Mundelein College
6363 North Sheridan Road
Chicago, Illinois 60660

Women and Career Options
University of Boston
Boston, Massachusetts 02215

The Carnegie Internship Program
Cedar Crest College
Allentown, Pennsylvania 18104

Professor Margaret Henning
Graduate Program in Business
Simmons College
Boston, Massachusetts 02155

Professor Anne Jardin
Graduate Program in Business
Simmons College
Boston, Massachusetts 02155

Sister Jeanne Knoerle, President
Saint-Mary's-of-the-Woods College
Saint-Mary's-of-the-Woods, Indiana 47876

Ms. Joan Dival, Director
Women's Program Staff
Office of Education, Room 3121
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Ms. Petra I. Arroyo
Manpower Program Director
Puerto Rican Community Development Project, Inc.
210 West 50th Street
New York, New York 10019

Miss Miriam Sherburne
Master's Program Director
Alfred P. Sloan School of Management
50 Memorial Drive, Room E52-480
Cambridge, Massachusetts 02139

Dr. Louis Egin
University Research Corporation
5530 Wisconsin Avenue, Suite 1600
Washington, D.C. 20015

Center for Venture Management
Suite 508, 207 East Buffalo Street
Milwaukee, Wisconsin 53202

APPENDIX 3

PROGRAMS IN THE WASHINGTON METROPOLITAN AREA

Inventory of courses, programs, seminars, workshops, and other training sessions in the area of business/management, assertiveness training, career preparatory courses for women, and other related areas.

Assertiveness Training
Northern Virginia Community College
Alexandria, Virginia
(4) 3 hour sessions

Career Development for Women
American University--College of Continuing Education
(8) 2 hour sessions
Focus is on women's career concerns and includes exercises to develop well-defined, realistic goals, and learn assertive, independent, non traditional job seeking techniques.

Improving Managerial Skills
Georgetown University--Continuing Management Education
3 days
This seminar focuses on essential managerial skills, techniques and tools needed to achieve performance and results. Films and other audiovisual aids are integrated into the program. Also specially prepared management workbook.

Goal: Management for Women
Florida Atlantic University
(4) courses 30 hours each
Specifically designed to help women in public management to become more effective administrators.

Management and Women: Whose Responsibility for Change?
National Civil Service League
2-day workshop

Brass Tacks of Small Business (Management Training Class)
Urban Business Education Association
1 month--21 sessions

Functions of Management
University of Maryland--Baltimore
(9) 3 hour sessions
Five essential functions of management: planning, organization, staffing, direction, and control

Essentials of Effective Management for Women
Prince George's Community College
(2) 3 hour sessions
Designed to provide the woman supervisor, manager, executive secretary, or administrative assistant with basic managerial techniques through discussion, role playing, and lecture.

Assertiveness Training for Women
Prince George's Community College
(3) 2-1/2 hour sessions

Women: Developing their Role in Management
George Washington University
School of Government and Business Administration
3 days
The program focuses on how to analyze personal strengths and weaknesses, how to set realistic career goals, and how to construct a personal development plan.

The New Woman
Northern Virginia Community College
Alexandria
(8) 2 hour sessions
Seminar designed for women who are seeking personal revitalization and an understanding of oneself, one's needs, and goals.

Seminar for Women Executives
U.S. Department of Agriculture--Graduate School
3 days
Seminar will provide women holding responsible positions the opportunity to further develop their potential by considering and exploring topics vital to good management.

Developing New Horizons for Women
George Washington University
Once weekly for 14 weeks
Helps each woman to gain confidence and direction by increasing her awareness of her strengths and limitations.

Career Development for Employed Women
George Washington University
Once weekly for 14 weeks
Uses standardized tests and introspective exercises to help individuals understand their strengths and weaknesses.

Exploring Modern Business Disciplines
C. W. Post Center, Long Island University
Women's Institute of the School of Business
(7) 2 hour sessions

New Roles in Management I
Cedar Crest College Women's Center
(5) 1-1/2 hour courses
Includes not only traditional managerial competencies and skills but also the distinctive behavioral perceptions and insights needed by women in coping with their new roles in management.

New Roles in Management II
Cedar Crest College Women's Center
(5) 1-1/2 hour courses
Sequel to I, these sessions will include an overview of work, motivation, and productivity through lecture, discussion, case studies.

Work Career: A Planning Goals Workshop
U.S. Department of Agriculture Graduate School
2 days
A practical two-day approach to viewing one's place and potential in the organization.

The Emerging Woman in Management
Response and Associates
3 days
To discover underutilized skills and build the self development process; to identify others who can be part of an ongoing support system; to identify and improve management skills and test those skills in a supportive and professional learning environment.

Career Empowerment for Women
Jinx Melia
25 hours
How to use your personal skills and experiences in an employment market that usually ignores female achievements.

Increasing the Effectiveness of Women as Managers
National Civil Service League
2 days
Focuses on building management skills, identifying and overcoming human relations obstacles to female managers, strengthening women's self-image and formulating effective management development programs.

The Business Plan
S.C.O.R.E
3 hours
Steps of planning your own business, determining your total start-up costs, how much capital you may have to raise, and the various sources of obtaining capital.

Innovative Management
U.S.D.A. Graduate School
2 days
Understanding the basic concepts in making things happen; identifying management styles of the 70's; building for growth.

Education and Training for Spanish-Speaking Entrepreneurs in Management and Business Skills
InterAmerica
(84 hours) 14 modules, 6 hours each.

APPENDIX 4

GUEST SPEAKERS

Conchita del Castillo Service Department Chesapeake and Potomac Telephone 1325 G Street, N.W. Washington, D.C. 20005	Panel: Dual Roles
Denise Cavanaugh Cook/Cavanaugh Associates 1816 Jefferson Place, N.W. Washington, D.C. 20036	Assertiveness Skills
Dorothy Cook Cook/Cavanaugh Associates 1816 Jefferson Place, N.W. Washington, D.C. 20036	Assertiveness Skills
Eva Guevara Erb Latin American Program Officer League of Women Voters 1730 M Street, N.W. Washington, D.C. 20036	Panel: Dual Roles
Eve Grover Director of Women's Banking State National Bank Bradley Boulevard and Arlington Road Bethesda, Maryland 20014	Banking
Margaret Hill Accountant 1214 Ballard Street Silver Spring, Maryland 20910	Bookkeeping/Accounting
Elida Masoller Kitty's Sewing Center 7861 Heritage Drive Annandale, Virginia 22003	Panel: Women Business Owners
Rose Mary Reed Toast and Strawberries 2009 R Street, N.W. Washington, D.C. 20009	Women Business Owners
Sandra Wishner 1805 Parkside Drive, N.W. Washington, D.C.	Self Understanding Management Skills Management Functions
Joaquin Cabrejas Vice President Baron Builders Inc. 8226 Senton St., Suite 212 Silver Spring, Md. 20910	Bookkeeping/Accounting

APPENDIX 5

NEEDS ASSESSMENTS

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

L. Miranda and Associates is developing a Bilingual Business/ Management Education Program specially designed for Hispanic women. Our tasks involve curriculum design and delivery of training in basic business skills, as well as practical workshops in career orientation and professional self-development.

Our objective is to assist prospective managers and business women in their efforts to enter or be promoted into management positions, or to start their own business. We are directing the program at the woman, with high school or higher academic credentials, who has been denied these opportunities due to her lack of appropriate skills and/or lack of knowledge about her potential and possibilities in the business and management field.

In order to develop a responsive and meaningful program, we are carefully studying this group's employment potentials, expectations, motivations, and specific needs and interests in the field of business and management. Can you assist us in this effort? We are interested in your reaction to this program and in your opinion regarding the Hispanic woman's specific needs.

Attached is a loosely structured form to help you formulate your answers. Please be sure to include any aspect we may have overlooked in our areas of inquiry. Also enclosed is a self addressed envelope for your convenience.

Thank you for your time and interest.

Sincerely,

Lourdes Miranda King

Lourdes Miranda King
President.

Enc: Needs survey
Envelope

Areas of Inquiry

1. In what activities are we most likely to find those women included in our target population? -- as homemakers, trapped in jobs where they are not utilizing their full abilities and potential, within organizations unwilling to train or to promote them, back in school, other?

2. What are the main sources of career support and encouragement within the Latina's environment? -- parents, husband, relativ es, peer group, community as a whole? What are the major drawbacks? How can she deal with negative attitudinal barriers?

3. What skills present major opportunities for potential Latina managers? What are some of the major problems a Latina encounters in obtaining a management position or in getting a promotion?

4. Do writing and communication skills present a major problem among the prospective Latina managers? To what extent? What kind of training would you stress in order to help them develop accurate and clear writing as well as an organized oral presentation of thoughts?

Areas of Inquiry

1. In what activities are we most likely to find those women included in our target population? -- as homemakers, trapped in jobs where they are not utilizing their full abilities and potential, within organizations unwilling to train or to promote them, back in school, other?

2. What qualities peculiar to the Latina woman significantly strengthen or hinder overall job performance? Which of these qualities should be stressed in our program? Which seem to you more pertinent to the Latinas than to other groups of women?

3. What skills present major opportunities for potential Latina managers? What are some of the major problems a Latina encounters in obtaining a management position or in getting a promotion?

4. Do writing and communication skills present a major problem among the prospective Latina managers? To what extent? What kind of training would you stress in order to help them develop accurate and clear writing as well as an organized oral presentation of thoughts?

5. Can you identify basic business skills which would improve a candidate's chances of entering a management trainee position, or of being promoted into such position?

6. Can you identify basic management skills which would be useful at that level?

APPENDIX 6

NEEDS SURVEY

NEEDS SURVEY

Padre Bazan
St. Camillus Church
1600 St. Camillus Drive
Silver Spring, Maryland 20903

Dr. Arnold Adams
CETA Supervisor
Department of Adult Education
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

Dr. Ricardo Galvis
Andromeda
1756 Columbia Road, N.W.
Washington, D.C. 20009

Lina Bonnet
2123 North Front Street
Puerto Rican Fraternity
Philadelphia, Pa. 19122

Antioch School of Law
1624 Crescent Place, N.W.
Washington, D.C. 20009

Commission on the Concerns of Spanish Speaking
817 Silver Spring Avenue, Suite 403
Silver Spring, Maryland 20910

Marcelo Fernandez
Superintendent's Office
Office of Spanish Affairs
415 - 12th Street, N.W., Room 1206
Washington, D.C. 20004

Susan Hager
Hager Sharp Associates
1700 K Street, Room 303
Washington, D.C. 20006

Betty Baca Fierro
Mexican American Women's National Association (MANA)
P.O. Box 656
L'Enfant Plaza, S.W.
Washington, D.C.

Rieese E. Reed Miller, Owner
Toast and Strawberries
2009 "R" Street, N.W.
Washington, D.C. 20009

Dr. Matilde Stephenson
UBEA
1625 "I" Street, N.W.
Washington, D.C. 20006

Tess Community Service Center
8513 Piney Branch Road
Silver Spring, Maryland

Manuel D. Fierro
Executive Director
National Congress of Hispanic American Citizens
400 First St., N.W., Suite 706
Washington, D.C. 20001

Carlos Rosario
D.C. Office of Spanish Speaking
1329 E Street, N.W., Room 1004
Washington, D.C.

Dr. Carolyn Ware
1600 Beulah Road
Vienna, Virginia

Rev. Sean O'Malley
Spanish Catholic Center
3055 Mount Pleasant, N.W.
Washington, D.C.

Ms. Mildred Mercereau
Project Puente
3246 P Street, N.W.
Washington, D.C.

Association of Women Business Owners
815 - 15th Street, N.W., Suite 800
Washington, D.C. 20005

Ms. Olga Madar, President
Coalition of Labor Women, U.A.W.
8100 East Jefferson Street
Detroit, Michigan

Ms. Marcela Davila
4H34 Civil Service Commission
1900 E Street, N.W.
Washington, D.C.

Dr. Carmen L. Felices
Savoy Apartment Building
1101 New Hampshire Avenue, N.W.
Washington, D.C.

Elaine Newman, Executive Director
County Commission for Women
Montgomery County Council, Maryland
64 Courthouse Square
Rockville, Maryland 20850

Ms. Peggy Ann Hansen
Director, Women's Program
YWCA
P.O. Box 1545
Silver Spring, Md. 20902

Loretta Nowakowski
USDA Graduate School
529 14th Street, N.W.
Suite 277
Washington, D.C. 20045

Frances Georgette Watson
Planning and Human Systems, Inc.
3301 New Mexico Ave., N.W., #252
Washington, D.C. 20016

Rosa Ramirez (sent 6 questionnaires)
Illinois State Scholarship Commission
203 N. Wabash Street, Rm. 1600
Chicago, Illinois 60601

Julia Walsh
Ferris & Co., Inc.
1720 I Street, N.W.
Washington, D.C.

Miriam Cruz
Assistant to Mayor R. Daley
City Hall
Chicago, Illinois

Louise Smothers
Department of Women's Affairs
A.F.G.E.
1325 Massachusetts Ave., N.W.
Washington, D.C. 20005

Ms. Paquita Vivo, President
National Conference of Puerto Rican Women
c/o 35 Wisconsin Circle, #416
Washington, D.C. 20015

Dr. Ana Maria Perera
3900 Connecticut Ave., #2026
Washington, D.C. 20008

Nydia Flores
931 Clinton Street, Apt. 403
Philadelphia, Pa. 19147

Ms. Anna Mojica
3750 N 9th Street
Philadelphia, Pa. 19140

Ms. Carmen Perez
253 West 72nd Street, Apt. 610
New York, N.Y. 10023

Ms. Luisa A. Quintero
El Diario de la Prensa
181 Hudson Street
New York, N.Y. 10013

Ms. Maria Cuadrado
City University of New York
College Discovery Program
144 West 125th Street
New York, N.Y.

Ms. Trini Gonzalez
Director of Education and Information
P.R. Legal Defense and Education Fund
815 Second Avenue
New York, N.Y. 10017

Genoveva Blanco
11 Riverside Drive
New York, N.Y.

Dr. Beverly Cassara
Asst. Dean of School of Graduate Studies
Federal City College
724 - 9th Street, N.W., Room 200
Washington, D.C.

Ms. Yolanda Sanchez
1945 Third Avenue
New York, N.Y. 10029

Ms. Clarita Torres
Communications
Eugenio Maria de Hostos College
260 E 161 Street
Bronx, New York

Aida Galarza
2417 N. 4th Street
Philadelphia, Pennsylvania 19133

Mrs. Olga Aran de Mendez
1215 Fifth Avenue
New York, N.Y. 10029

Ms. Emilica Mizio
N.Y. Association of Puerto Rican Social Workers
116 West 14th Street
New York, N.Y.

Ms. Anita Velez Mitchell (LULAC Rep.)
171 West 57th Street, Apt. 9A
New York, N.Y. 10019

Ms. Carmen Osorio
1342 Morrison Avenue
Bronx, New York

Mrs. Ruth Allan King
Placement Office
National Skills Bank
477 Madison Avenue, 18th Floor
New York, New York 10022

Hector Vazquez
National Puerto Rican Forum , Inc.
214 Mercer Street
New York, N.Y. 10012

Service Employment Rehabilitation (SER)
9841 Airport Boulevard, Room 1020
Tishman Building
Los Angeles, California 90045

Sandra Carruthers
Better Jobs for Women--Denver
YWCA of Metropolitan Denver
1545 Tremont Street
Denver, Colorado 80202

Women and Girls Employment Enabling Service (WAGES)
Suite 1, 3845 Poplar Avenue
Box 11005
Memphis, Tennessee 38111

Sister Santiago
Educational Opportunities for United Latin Americans
2309 Calvert Street, N.W.
Washington, D.C.

Pancho J. Hargrove
International Spanish-American Humane Community
Society, Inc.
3859 Alabama Avenue, S.E.
Washington, D.C.

Frank Fuentes
Office of Latino Affairs
Washington Urban League
1424 16th Street, N.W.
Washington, D.C.

Raquel Marquez Frankel
Women in Action
1816 Redwood Terrace, N.W.
Washington, D.C.

Rev. Jose Somoza
Bilingual Demonstration Center
Oyster Elementary School
Reno School
4820 Howard St., N.W.
Washington, D.C.

Sonia Fairchild
Program of English Instruction for
Latin Americans
Woodrow Wilson Center
1470 Irving Street, N.W.
Washington, D.C.

Roberto Baquerizo
Spanish Education Development Center
2700 Ontario Road, N.W.
Washington, D.C.

Theodore Patterson
D.C. Skill Center
D.C. Public School System
2215 - 15th Street, N.E.
Washington, D.C.

Milagros McGuire
Employment and Training Section
Bureau of Vocational Rehabilitation
Department of Human Resources
122 "C" Street, N.W.
Washington, D.C.

Ms. Noile Driscoll
Job Corps
Women in Community Service
1751 New Hampshire Avenue, N.W.
Washington, D.C.

Victor Alicea
Universidad Boricua
1766 Church Street, N.W.
Washington, D.C.

Ada Pena
League of United Latin-American Citizens (LULAC)
12801 Bushey Drive
Silver Spring, Maryland

Female Job Placement (FEJOP)
Warner Park Field House
1254 East Third Street
Chattanooga, Tennessee 37404

Dorothea Hernandez
Advocates for Women
564 Market Street, Room 218
San Francisco, California 94104

Mr. Antonio Riva, Director
National Association for Puerto Rican Civil Rights
175 116th Street
New York, N.Y. 10029

Norma Ortega
Concilio Mujeres
2588 Mission Street, Room 201
San Francisco, California 94110

Carmen Maymi
Director, Women's Bureau
U.S. Department of Labor
Room S-3002
200 Constitution Avenue, N.W.
Washington, D.C.

Francisca Flores
Comision Femenil Mexicana
P.O. Box 54624
Los Angeles, California 90054

Anna Nieto Gomez
Depto Estudios Chicanos
S. Fernando Valley State
1811 Nordhoff Street
Northridge, California 91324

M. Magdalena Rodriguez Guinier
Vice President, Quest Construction Co.
East 81, State Highway 4
Paramus, N.J. 07652

Janet Casey Gigl, Director
Alverno Research Center on Women
Alverno College, Milwaukee, Wisconsin 53215

Gilbert Chavez
Office of Spanish-Speaking Affairs
400 Maryland Ave., S.W., Room 1134
Washington, D.C.

Mr. Medardo Sanchez
Incorporated Mexican-American Government Employees (IMAGE)
P.O. Box 368
Arlington, Va. 22210

Mr. Richard Brown, Personnel Director
Riggs National Bank
1510 H Street, N.W.
Washington, D.C. 20005

Mrs. G. Dauphin, Personnel Director
Citizens National Bank
4th & Main Sts.
Laurel, Maryland 20810

Ms. Dorothy Smedley, Personnel Director
District of Columbia National Bank
1801 K Street, N.W.
Washington, D.C. 20006

Mr. Carl Beall, Personnel Director
Equitable Trust Bank
320 Main Street,
Laurel, Maryland 20840

Ms. Anna Mary Noble, Personnel Director
First National Bank of Maryland
1 Bank St.
Gaithersburg, Maryland 20760

Mr. Elliott Owens, Personnel Director
First National Bank of Southern Maryland
Upper Marlboro, Maryland 20870

Mrs. Mildred Hayes, Personnel Department
First National Bank of Washington
1325 G Street, N.W.
Washington, D.C. 20005

Mr. Lyle McGuagin, Personnel Director
Security National Bank
2000 M Street, N.W.
Washington, D.C. 20001

Mrs. Ellen Kreitner
Director, Personnel Division
Southern Maryland Bank & Trust Co.
3731 Branch Ave.
Hillcrest Heights, Md. 20031

Mrs. Emilia O'Connell, Personnel Director
State National Bank of Maryland
6921 Arlington Road
Bethesda, Maryland 20852

Mr. F. Dwight Smith, Personnel Director
Suburban Trust Co.
6495 New Hampshire Ave.
Hyattsville, Maryland 20783

Mr. John Price, Personnel Director
Union Trust Company of the District of Columbia
15th & H Streets, N.W.
Washington, D.C. 20005

Mr. Rusty McNish, Personnel Director
University National Bank
12099 Rockville Pike
Rockville, Maryland 20852

Mr. John D. Marsh, Personnel Director
American National Bank of Maryland
8701 Georgia Ave.
Silver Spring, Maryland

Mr. Anthony D'Ermes, Personnel Director
American Security Bank
15th & Pennsylvania Ave., N.W.
Washington, D.C. 20005

Mr. Robert Kight, Personnel Director
Citizens Bank and Trust Co. of Maryland
6200 Baltimore Blvd.
Riverdale, Maryland 20840

Mr. James Holder, Personnel Director
Union Trust Co. of Maryland
10 N. Washington Street
Rockville, Maryland 20853

Mrs. Rita Bebiris, Personnel Director
Bank of Bethesda
Wisconsin Ave. & Old Georgetown Road
Bethesda, Maryland 20014

Ms. Pam Orosz, Personnel Division'
Chevy Chase Bank and Trust Co.
1700 Elton Road
Silver Spring, Maryland 20903

Miss Peggy Sullivan, Personnel Director
Maryland National Bank
College Park, Maryland

Mr. David Poole, Personnel Director
McLachlen National Bank
11th & G Streets, N.W.
Washington, D.C. 20005

Ms. Catherine Leith, Personnel Director
National Bank of Washington
619 - 14th Street, N.W.
Washington, D.C. 20005

Mr. T. A. Whipple, Personnel Director
National Savings & Trust Co.
15th & New York Aves., N.W.
Washington, D.C. 20005

Mrs. Rose Marie Beard, Personnel Director
Peoples National Bank of Maryland
4809 Suitland Road
Suitland, Maryland

Mr. Edgar Smith, Personnel Director
Potomac National Bank
10113 River Road
Potomac, Maryland 20854

Alexis M. Herman
National Director, Women's Program
Minority Women Employment Program of the
  Recruitment and Training Program
40 Marietta St., N.W., Suite 808
Atlanta, Georgia 30303

International Business Machines
1801 K Street, N.W.
Suite 1200
Washington, D.C. 20006

The Quaker Oats Co.
300 East Joppa Road
Baltimore, Md. 21204

R.C.A. Corporation
1800 K Street, N.W.
Washington, D.C. 20006

The Personnel Directors of the following organizations were also contacted:

Group Hospitalization, Inc.
550 12th Street, S.W.
Washington, D.C. 20024

Home Life Insurance Co. of New York
5530 Wisconsin Avenue, N.W.
Washington, D.C. 20015

Mutual Insurance Agency, Inc.
5010 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Mutual of Omaha
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

New York Life Insurance Co.
600 New Hampshire Avenue, N.W.
Washington, D.C. 20037

John R. Pinkett, Inc.
1507 9th Street, N.W.
Washington, D.C. 20001

Victor O. Schinnerer & Co.
5028 Wisconsin Avenue, N.W.
Washington, D.C. 20016

American Broadcasting Co.
1124 Connecticut Avenue, N.W.
Washington, D.C. 20036

Columbia Broadcasting System
1900 M Street, N.W.
Washington, D.C. 20036

Metromedia, Inc.
5151 Wisconsin Avenue, N.W.
Washington, D.C. 20016

Sperry Rand Corporation
1019 - 19th Street
Washington, D.C. 20036

Western Union Telegraph
1405 G Street, N.W., #400
Washington, D.C. 20005

Xerox Corporation
1911 N Fort Myer Drive
Arlington, Va. 22209

Garfinckel's
1401 F Street, N.W.
Washington, D.C. 20004

Montgomery Ward & Co.
Wheaton Plaza Shopping Center
Wheaton, Maryland 20902

Sears Roebuck & Co.
P.O. Box 30220
Bethesda, Maryland 20014

Woodward & Lothrop
11th & F Streets, N.W.
Washington, D.C. 20004

Macke Co.
1 Macke Circle
Cheverly, Maryland 20781

McGraw-Hill Continuing Education Center
3939 Wisconsin Ave., N.W.
Washington, D.C. 20016

Giant Food, Inc.
P.O. Box 1804
Landover, Maryland 20013

Acacia Mutual Life Ins. Co.
51 Louisiana Ave., N.W.
Washington, D.C. 20001

Aetna Life & Casualty
1700 K Street, N.W.
Washington, D.C. 20006

Firemen's Insurance Company of Washington, D.C.
303 - 7th Street, N.W.
Washington, D.C. 20004

Government Employees Insurance Company
5260 Western Avenue
Chevy Chase, Maryland 20015

U.S. News & World Report, Inc.
2300 N Street, N.W.
Washington, D.C. 20037

WMAL TV & Radio
4400 Jenifer St., N.W.
Washington, D.C. 20015

WRC TV - NBC
4001 Nebraska Ave., N.W.
Washington, D.C. 20016

The Washington Post
1515 L Street, N.W.
Washington, D.C. 20005

The Washington Star News
2nd & Virginia Ave., S.E.
Washington, D.C. 20003

Washingtonian Magazine
1218 Connecticut Ave., N.W.
Washington, D.C. 20036

American Telephone & Telegraph Co.
2055 L Street, N.W.
Washington, D.C. 20036

C & P Telephone Co.
1710 H Street, N.W.
Washington, D.C. 20006

Columbia Gas Systems Service Corporation
1625 Eye Street, N.W.
Washington, D.C. 20006

Consolidated Natural Gas Service Co. Inc.
1101 - 16th Street, N.W.
Washington, D.C. 20036

International Telephone & Telegraph
1707 L Street, N.W.
Washington, D.C. 20036

PEPCO
1900 Pennsylvania Ave., N.W.
Washington, D.C. 20006

Washington Gas Light Co.
1100 H Street, N.W.
Washington, D.C. 20005

APPENDIX 7

SAMPLE CERTIFICATE OF COMPLETION

Certificate of Achievement

Awarded to

____

in recognition of the successful
completion of the course of study

____

____
DATED

____
EDUCATION PROGRAM SPECIALIST
DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

____
PRESIDENT, L. MIRANDA & ASSOCIATES

L. Miranda and Associates

APPENDIX 8

POTENTIAL TRAINING SITES

Organizations Contacted for Space regarding training sessions:

- National Urban Coalition
- Urban Institute
- D.C. Public Schools
- Oyster School
- Universidad Boricua
- Washington Technical Institute
- Howard University Law School
- Wilson Center
- Washington International College
- Washington International School
- Rosemont Infant/Daycare Center
- The Maret School
- Sheridan School
- Celebration in Learning
- Sidwell Friends School
- St. Albans Daycare Center
- Chevy Chase Public Library
- Friendship Heights Public Library
- Inter-American Development Bank
- Sheraton Hotel
- Mckin School

APPENDIX 9

PUBLICATIONS DISTRIBUTED AS HANDOUTS

BUSINESS AND MANAGEMENT TRAINING FOR HISPANIC WOMEN

COPIES OF PUBLICATIONS

DISTRIBUTED AS HANDOUTS

Publication	Source
A Pricing Checklist for Management	Small Business Administration
Borrowing Basics for Women	First National City Bank
Building Repeat Retail Business	Small Business Administration
Business Plan for Retailers	Small Business Administration
Checklist for Going Into Business	Small Business Administration
Economic Opportunity Loan Program	Small Business Administration
Extension of The Equal Pay Act Fact Sheet	U.S. Department of Labor
Factors in Considering a Shopping Center Location	Small Business Administration
Guidelines on Discrimination Because of Sex	U.S. Equal Employment Opportunity Commission
How To Start Your Own Business	Ms. Magazine Corp.
How Trade Associations Help Small Business	Small Business Administration
How Women Can Get Credit	National Organization for Women-D.C. Chapter
Insurance Checklist for Small Business	Small Business Administration
Marketing Checklist for Small Retailers	Small Business Administration
Marketing Planning Guidelines	Small Business Administration

Publication	Source
Six Methods For Success In A Small Store	Small Business Administration
Sound Cash Management and Borrowing	Small Business Administration
Steps in Meeting Your Tax Obligations	Small Business Administration
Stock Control for Small Stores	Small Business Administration
Tax Guide For Small Business 1975 Edition	Internal Revenue Service
Using a Traffic Study to Select a Retail Site	Small Business Administration
Women As Entreprenuers	Assoc. of Women Business Owners, Mount Vernon College
Women-Owned Businesses-1972	U.S. Department of Commerce

APPENDIX 10

BIBLIOGRAPHY

CAREER DEVELOPMENT

Source	Publication
U.S. Department of Labor Women's Bureau Employment Standards Adm.	Get Credit for What You Know Steps to Opening the Skilled Trades to Women Careers for Women in the 70's - 1973 Publications of the Women's Bureau April 1974 Changing Patterns of Women's Lives Publications of the Women's Bureau Leaflet 10, July 1972 Women: Uncle Sam Wants You (reprint from the *Occupational Outlook Quarterly*, Vol. 17, No. 4)
U.S. Department of Labor Women's Bureau Workplace Standards Adm.	Why Not Be an Engineer? Why Not Be an Urban Planner?
U.S. Department of Labor Employment Training Adm.	Apprenticeship Manpower - December 1974 Manpower - February 1972
U.S. Department of Labor Office of Information Publications & Reports Washington, D.C. 20210	Women and Work - September 1973
U.S. Department of Labor Office of Work Incentive Programs (WIN) Employment Training Adm.	Welder Training for Baltimore Women
U.S. Department of Labor Wage & Labor Standards Adm.	Functions and Services of the Women's Bureau
U.S. Department of Labor Bureau of Labor Statistics	Career Planning for High School Girls (Reprint from: *Occupational Outlook Quarterly*, Vol. 17, No. 2, Summer 1973) Jobs for Which Apprenticeships are Available Jobs for Which a High School Education is Preferred but Not Essential Jobs for Which Junior College, Technical Institute, or Other Specialized Training is Usually Required Jobs for Which a College Education is Usually Required Jobs for Which a High School Education is Generally Required

Source	Publication
U.S. Department of Labor Manpower Administration	Womanpower - November 1975 Women in Apprenticeship - Why Not? Manpower Research Monograph No. 33
National Information Center for Educational Media University of Southern Cal. University Park Los Angeles, California 90007	NICEM Newsletter (Spring 1975) Complete Non Print Information Service; Information Service Including Book & Microfiche Update
Human Interaction Research Inst. 10889 Wilshire Blvd. Los Angeles, California 90024	Selected Annotated Bibliography on Women at Work, 1975
Mrs. Theresa M. DeRosa P.O. Box 329 Hartford, Conn. 06101	Bibliography for the Development of Trainees and Training Administrators
Adult Education Association of the U.S.A. 1201 Sixteenth St., N.W. Washington, D.C. 20036	Listing of Adult Education Association Publications
National Association for Public Continuing & Adult Education 1201 Sixteenth Street, N.W. Washington, D.C. 20036	Membership Information
Coalition of Adult Education Organizations 810 Eighteenth Street, N.W. Washington, D.C. 20006 (202) 347-9574	Coalition of Adult Education Organizations
Ohio's Distributive Education Materials Laboratory 1885 Neil Avenue 115 Townshend Hall Columbus, Ohio 43210	Distrivutive Education Teaching Materials, 1975
The Executive Women 747 Third Avenue New York, New York 10017	The Executive Woman

Source	Publication
Office of Procurement Publications Section P.O. Box 20191 Sacramento, California 95820	Publications Catalog
New Directions for Women Box 27 Dover, New Jersey 07801	New Directions for Women News release re: CETA Management Training Grant
Washington Opportunities for Women	Worksheet for Functional Resume, 1972 Worksheet for General Resume Washington Opportunities for Women--A Report 1974
Job Service 500 C Street, N.W. Washington, D.C. 20001	Carreras por Medio de Aprendizaje Plomeros, Montadores de Tuberias 1975 Carreras por Medio de Aprendizaje Electricistas, 1975
Defense Intelligence Agency Civilial Personnel Division PM-ID Washington, D.C. 20301	Careers at Defense Intelligence Agency
Advocates for Women 593 Market Street, Suite 500 San Francisco, Ca. 94105 (415) 495-6750	Apprenticeship Counseling Program
U.S. Department of Health, Education, and Welfare DHEW Publications	Career Education Education Briefing Paper (DHEW Publication No. (OE) 73-00501)
Jinx Melia Trans Century Corp. Dept. CEW 1789 Columbia Rd., N.W. Washington, D.C. 20009 (202) 462-6661	Career Empowerment Program
Update 314 Johnston Bldg. 415 North Monroe Tallahassee, Florida 32301	*Update*, Vol. 2, No. 5, January 1975
Katharine Gibbs School Executive Office Pam Am Building 200 Park Avenue New York, New York 10017	Katharine Cibbs Training Services

Source	Publication
American Personnel and Guidance Association	Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education (Concept paper adopted by the Board of Directors at its meeting December 12-14, 1974.)
National Association of Bank Women, Inc. 111 East Wacker Drive Chicago, Illinois 60601 (312) 644-6610	An Educational Philosophy for NABW NABW Educational Foundation--Year End Report (Oct. 31, 1974) NABW Educational Foundation Contributing Banks NABW Educational Foundation--A Prospectus
Association of Women Business Owners Suite 636, 815 15th St., N.W. Washington, D.C. 20005 (202) 347-6200	Association of Women Business Owners --Information
DHEW Publication No.(HRA) 74-8 U.S. Department of Health Education, and Welfare Public Health Service Health Resources Administration	How to pay for your Health Career Education A guide for Minority Students

COMMUNICATIONS

Source	Publication
Women's Training and Resources Corp. Congress Bldg. STE 512 142 High Street Portland, Maine 04101	The Complete Breaking Barriers Series, 1975.
The Spokeswoman 1957 East 73rd Street Chicago, Illinois 60649	The Spokeswoman--A Crossroads of Communication for Women
Conference Bureau Tufts University Medford, Mass. 02155 (617) 628-2247	Women Breaking Barriers Through Speech
"The Women Communicators" Ceballos, Phillips & Wagner Communications, Inc. One Rockefeller Plaza New York, N.Y. 10020 (212) 489-0660	If It's Any Business Of Yours To Know What Women Really Want . . . We Make It Our Business! Three Women Executives From First Feminist and Consumer-Oriented Communication Service
Science Research Associates, Inc. College Division 1540 Page Mill Road Palo Alto, Ca. 94304 (415) 493-4700	Between People: A New Analysis of Interpersonal Communication
Development Forum United Nations The Center for Economic and Social Information (OP)	Are You Listening? (Vol. 2, Number 5).
University of Houston Houston Competency-Based Teacher Center 444 Education Building Houston, Texas 77004	Competency-Based Teacher Education Communication: Nonverbal
--	The Business Report
SAVI Communications 1831 Chestnut Street Philadelphia, Pa. 19103	SYSTEM FOR ANALYZING VERBAL INTERACTION

TRAINING TECHNIQUES

Source	Publication
The Commission on Undergraduate Education in the Biological Sciences 3900 Wisconsin Avenue, N.W. Washington, D.C. 20016	Role Playing and Teacher Education. A Manual for Developing Innovative Teachers, 1971.
Adult Education Association Annual Meeting, Nov. 1967 Philadelphia, Pa.	"Some Adult Attitudes Affecting Learning: Powerlessness, Conflicting Needs and Role Transition," Adult Education Journal, Nov. 2, 1969, Vol. XIX, No. 2, 91-97.
Ceramics, Glass and Mineral Products Industry Training Board, England	A Brief Guide to Training Techniques
Report presented at the 1971 National Convention for the American Society for Training and Development Statler Hilton Hotel New York City	The Trainer As a Facilitator Training
Training in Business and Industry, June 1967, pp. 17-38	Systems Approach Gets Results
Glenn C. Dildine	Learning and Teaching
NEA Journal, Nov. 1965	The Way Teaching Is.

EEO/AFFIRMATIVE ACTION

Source	Publication
Equal Employment Opportunity Services Division of Jagerson Assoc. Inc. 260 Madison Avenue New York, New York 10016 (212) 725-0154	Participant Workbook: Affirmative Action/Accountability Training Program for Managers and Supervisors. EEO Perspective, September 1975 Sex Discrimination and Pregnancy The Perspective Audit Affirmative Action Plans The A3 Program The A4 Program 1975 Guidebook to Fair Employment Practices EEO Services
Office of the White House Press Secretary	Equal Employment Opportunity In The Federal Government, August 8, 1969.
The White House Executive Order 11478	Memorandum From the President for Heads of Departments & Agencies Labor-Management Relations in the Federal Service
Time Magazine September 2, 1974	Management Therapy for Sexists
Management Services (M.S.) Division of Remer-Ribolow Employment Agency, Inc.	Why You Should Turn To Management Services (M.S.) to Fulfill Your Affirmative Action Plans
The Center for Public Personnel Management of National Civil Service League	Developing Women's Potential

FINANCE

Source	Publication
Consumer and Community Services Institute of Life Insurance 277 Park Avenue New York, New York 10017	Step by Step to Money Management

MANAGEMENT TRAINING PROGRAMS AND FIRMS

Source	Publication
Boyle/Kirkman Associates, Inc. 230 Park Avenue New York, New York 10017	Women in Business
Sharon Bermon Associates 655 Madison Avenue New York, New York 10021 (212) 486-9755	Informational Brochure
Affective Education Systems 304 East Capitol Street Washington, D.C. 20003 (202) 547-5248	Programs for the Whole Person-- And the Whole Organization
Urban Business Education Assn. 1625 "Eye" Street, N.W. Suite 609 Washington, D.C. 20005	Managing Your Small Business For Profit
Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	Two New Programs for Women On The Move, 1975
U.S. Department of Labor Manpower Administration	American Manpower Today Manpower Research and Development
U.S. Department of Labor Employment and Training Administration	ETA Interchange, November 1975 Vol. 1, No. 2.
Department of Business Admin. Mount Vernon College 2100 Foxhall Road Washington, D.C. 20007	Women as Entrepreneurs
Women's Training & Resource Corp. 142 High Street Portland, Maine 04101	National Exhibit of Women's Programs and Services, 1975
New Dynamics Associates Box 92, RFD #5 Laconia, New Hampshire 03246	Women and Management Men and Women at Work New Dynamics Associates
SJS Consulting PR 3, Queen Road Rocky Point, New York 11778 (516) 744-4297 or (312) 758-4600	Career Paths for Women at Work

Source	Publication
Response and Associates Post Office Box 333 Chicago Heights, Ill. 60411 (312) 758-4600	A Practical Approach to Fully Utilize Women/Men At Work Preparing Women to Manage a Changing Society New Workshops for Women in Chicago The New Management Alternative. . . Men and Women Working Together Woman Managing Her Role in the Organization
InterAmerica Research Associates 2001 Wisconsin Avenue, N.W. Washington, D.C. 20007	Institucion Negocio
Institute for Women in Business School of Business Administration Southern Methodist University Dallas, Texas 75275 (214) 692-2513	Institute for Women in Business Management Center Ms. Biz, SMU Wants to Give You The Business
Katherine Gibbs School 200 Park Avenue New York, New York 10012	The New Woman Manager Katherine Gibbs Training Services for Employers Career Action Courses
The Graduate School Pace University Pace Plaza, New York 10038	The Graduate Management Program for Women New Directions for Women--A Division of Pace University General Profile of Students in the Internship Section Advantages Offered by the Friday/Saturday Program The Friday/Saturday Program Graduate Management Program for Women The Internship Program--Graduate Management Program for Women The Executive MBA Degree Program
Cedar Crest College Women's Center Allentown, Pa. 18104 437-4471, Ext. 297	Career Support Services
Dun-Donnelly Publishing Corp. 666 Fifth Avenue New York, New York 10019 (212) 489-3444	Systems and Seminars Moving Into Management: Success Strategies for Women

Source	Publication
Marymount Manhattan College 221 East 71st Street New York, New York 10021 (212) 861-4200, Ext. 28	Introducing The Business Administration Concentration Marymount Manhattan College
TEAM Associates 130 East 18th Street New York, New York 10003 (212) 982-2733	TEAM Associates; Techniques for Effective Action and Management
McKay Peabody Associates 406 Westwood Drive Chapel Hill, N.C. 27514 (919) 929-7139	Can Women Be Good Managers?

PSYCHOLOGY AND COUNSELING

Source	Publication
Xerox Learning Systems 30 Buxton Farms Road Stamford, Connecticut 06904	XCHANGE, Issue No. 1, 1975
American Personnel and Guidance Association 1607 New Hampshire Ave., N.W. Washington, D.C. 20009 (202) 483-4633	Helping Women Grow Service to the Counseling Profession
Robert Wrenn Reed Mencke	Being a Psychology of Self: Coping with Basic Life Tasks
University of California Extension Media Center Berkeley, Ca. 94720	Lifelong Learning--Two 75
Consulting Psychologists Press Inc. 577 College Avenue Palo Alto, Ca. 94306	The Self-Directed Search for Educational and Vocational Planning
Stanley H. Ruttenberg & Assoc.	Counseling in a Manpower System

RESOURCE CATALOGS

Source	Publication
Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611	SRA Catalog for Business--1976 1976 Catalog Testing, Guidance, and Career Education 1975 College Catalog
Xerox Learning Systems 30 Buxton Farms Road Stamford, Connecticut 06904 (203) 329-8741	The Complete Salesperson The Complete Manager
Teachers College Press 1234 Amsterdam Avenue New York, New York 10027 (212) 678-3991	Teachers College Press Catalog--Winter '75-Spring '76.
U.S. Department of Labor Manpower Administration	Index to Publications of the Manpower Administration--June 1970-June 1975

STATISTICAL INFORMATION

Source	Publication
National Conference of Puerto Rican Women, Inc. P.O. Box 4804 Cleveland Park Station Washington, D.C. 20008	Selected Economic and Social Characteristics of Females of Puerto Rican Birth or Parentage Living in the United States--Fact Sheet No. 2.
U.S. Department of Labor Bureau of Labor Statistics	U.S. Working Women--A Chartbook 1975, Bulletin 1880
U.S. Department of Labor Employment Standards Admin. Women's Bureau Washington, D.C. 20210	Women Workers Today

FEMINIST LITERATURE

Source	Publication
New Directions for Women P.O. Box 27 Dover, New Jersey 07801	New Directions for Women, Winter 1975-76
U.S. Department of Labor Employment Standards Admin. Women's Bureau Washington, D.C. 20210	The Myth and the Reality
T	The Feminist Press, L976

TESTING--TEST VALIDATIONS

Source	Publication
Science Research Associates, Inc.	Procedures for Test Validation Studies Results from SRA Test Validation Studies 1976 Catalog Testing, Guidance, and Career Education
SRA Quarterly for Business and Industry, November 1970	"How to do a Test Validation Study: A Simple Do-It-Yourself Approach
U.S. Department of Labor Manpower Administration	Manual for the USES Basic Occupational Literary Test 1973. USES Pretesting Orientation Exercises Test Materials on Public Sale by Superintendent of Documents, USGPO
U.S. Department of Labor	How to Administer Employment Service Tests, July 1968
U.S. Department of Labor Manpower Administration U.S. Employment Services Washington, D.C. 20213	The USES Basic Occupational Literacy Test
Educational Testing Service Princeton, N.J. 08540	Evaluation and Advisory Service
Western Psychological Services 12031 Wilshire Blvd. Los Angeles, Ca. 90025	The Geist Picture Interest Inventory: Female The Geist Picture Interest Inventory: Male
Qualified Contractor May 1975	Screening Apprentices With Tests
Dvorak, Beatrice J., Chief U.S.E.S. Division of Testing U.S. Department of Labor Washington, D.C.	General Aptitude Test Battery
Employment Service Review August 1965	Changing Emphasis in Occupational Test Development

TESTING--TEST VALIDATIONS

Source	Publication
Employment Security Review. December 1957	Uncovering Latent Talent through testing and counceling
The Labor Market and Employment Security. July 1956	Occupational Testing
The Personnel and Guidance Journal. October, 1965	New Direction in U.S. Employment Service Apptitude Test Research
Personnel Psychology	Advantages of the Multiple Cut-off Method
Personnel and Guidance Journal. September, 1956	The Use of Multifactor Test Batteries in guidance
Journal of Applied Psychology. 1968.	Occupational Validity of the General Aptitude Test Battery
Personnel and guidance Journal. May 1966	GATB Longitudinal Maturation Study
Personnel and Guidance Journal. September, 1957	The Multifactor Tests: Summing Up
Employment Service Review. October 1965	Program Research on Effectiveness of USES Tests
Egual Opportunity in Federal Employment. Aug.Sep. 1972.	Tests Can Predict Performance On Job, Joint Study Finds

APPENDIX 11

CREDITS

L. Miranda and Associates

BUSINESS AND MANAGEMENT TRAINING FOR HISPANIC WOMEN

CREDITS

Materials/Instruments	Developed By/Source
Assertiveness Skills	Denise Cavanaugh and Dottie Cook Cook/Cavanaugh Associates
Management Wheel	R. Alec Mackenzie "The Management Process In 3-D" Harvard Business Review No/Dec. 1969
Personal Growth Inventory	Dr. Michael G. Blansfield and Dr. Gordon L. Lippitt Leadership Resources, Inc.
Personnel Relations Survey	Dr. Jay Hall and Dr. Martha S. Williams Teleometrics International
Production and Production Game	Joseph A Jeanneau, et.al. Training Research and Development Station Prince Albert, Saskatchewan
T/P Questionnaire and Managerial Grid	J. William Pfeiffer and John E. Jones Handbook of Structured Experiences for Human Relations Training. Volume I

APPENDIX 12

SAMPLE STUDENT MODULE

L. Miranda and Associates

I. IDENTIFIERS:

MODULE NAME: Management Process
LESSON:
TIME: 3 hours, 15 minutes
COMPILED By: L. Miranda and Associates

II. RATIONALE:

In considering a management or small business career, participants must understand the functions they must perform in carrying out the process of management.

III. OBJECTIVES:

1. Participants will be able to list the 5 functions of management.
2. Participants will be able to differentiate between goals and objectives.
3. Participants will be able to apply Force Field Analysis in developing strategies for problem solving.
4. Participants will be able to differentiate between policies and procedures.
5. Participants will draw an organizational chart of their organization.
6. Participants will be able to develop a job description and determine position qualifications.
7. Participants will be able to differentiate between orientation, training and development objectives.
8. Participants will be able to list the 5 motivational factors defined by Frederick Herzberg.
9. Participants will be able to list 10 causes of resistance to change.
10. Participants will be able to list 10 guidelines for giving praise and enforcing discipline.

IV. PRE-REQUISITES:

1. Participation in Lesson No. 4 on Leadership. Understanding of concept of Blake-Mouton Managerial Grid.

V. LEARNING ALTERNATIVES:

A. MINIMUM

1. Completion of Management Process Workbook and participation in group discussion.

2. Completion of Factors that Tend to Motivate Me Inventory
3. Lecturettes on Herzberg Motivation Theory, and Resistence to Change

B. RELATED ACTIVITIES:

During Management internship, discuss Management Process Workbook with manager.

VI. POST-ASSESSMENT:

Self-assessment of ability to achieve Objectives (1-10) listed on this sheet. Ability to contribute to understanding of group during review session, Lesson No. 7.

RESOURCE:

Brown, David S., (Ed.), The Management Library, Leadership Resources, Inc., Washington, D.C., not dated.

APPENDIX 13

REVISED SCHEDULE OF SESSIONS

L. Miranda and Associates

REVISED SCHEDULE OF SESSIONS

SESSION #	DATES	CONTENT
I	Apr. 1 May 25	Course Introduction
II	Apr. 8 June 1	Self-Understanding Life Inventory Personal Growth Inventory Panel" Dual Roles
III.	Apr. 15 June 8	Management Skills In Interpersonal Communications
IV.	Apr. 22	Leadership Decision Making Problem Solving
V.	Apr. 29 June 22	Communications:Verbal, Non-Verbal, Written Time Management
VI.	May 6 June 29	Manager's Roles and Functions
VII.	May 13 July 6	Assertiveness Concepts Mid-Term Evaluation
VIII.	May 20 July 13	Legal Considerations Your Lawyer Discrimination Rights and Duties of Employer and Employee
IX.	May 27 July 20	Pertinent Laws Insurance Taxes
X.	June 3 July 27	Business Transactions Financing Your Business Credit Banking
XI.	June 10 Aug. 3	Contracts/Leases

* First date = Cycle I
Second Date= Cycle II

REVISED SCHEDULE OF SESSIONS

SESSION #	DATES	CONTENT
XII.	June 17	Production Purchasing Marketing Advertising
XIII	June 24 Aug. 17	Your Own Business Accounting American Business Overview Your Business Location
XIV.	July 1 Aug. 24	Panel: Women Business Owners Your Business Plan Field Training Report
XV.	July 8 Aug. 31	Review and Evaluation Award of Certificates of Completion

First date = Cycle I
Second date= Cycle II

APPENDIX 14

HOST COMPANIES FOR FIELD TRAINING

HOST COMPANIES FOR FIELD TRAINING

American Telephone and Telegraph
2055 L Street, N.W.
Washington, D.C. 20036

* C&P Telephone
1710 H Street, N.W.
Washington, D.C. 20006

* The Goerge Washington University
2121 Eye Street, N.W.
Washington, D.C. 20006

Georgetown University
37th and O Streets, N.W.
Washington, D.C. 20007

* IBM Corporation
10401 Fernwood Road
Bethesda, Maryland 20034

Mariott Corporation
5161 River Road, N.W.
Washington, D.C. 20016

* Potomac Electric Power Company
1900 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Sheraton Park Hotel
2660 Woodley Road, N.W.
Washington, D.C. 20008

* Washington Gas Light Company
1100 H Street, N.W.
Washington, D.C. 20005

* Xerox Corporation
1616 N Fort Myer Drive
Arlington, Virginia 22209

Pan American World Airways, Inc.
1801 K Street, N.W.
Washington, D.C. 20006

General Electric
777 14th Street, N.W.
Washington, D.C. 20005

Riggs National Bank of Washington D.C.
1503 Pennsylvania Avenue, N.W.
Washington, D.C. 20005

Washington Hospital Center
110 Irving Street, N.W.
Washington, D.C. 20010

* Participating Companies

APPENDIX 15

OVERVIEW

MANAGEMENT DEVELOPMENT FOR HISPANIC WOMEN

L. Miranda and Associates, under contract with the U.S. Office of Education, engaged in a pioneer program to develop and motivate minority women, in particular Hispanic origin women, to participate in the field of business ownership and management. The training was offered at no cost to the participants.

The objectives of the training program were to equip potential Hispanic managers with information and techniques in the fundamental management skills which are common to functioning competently in a business ownership, corporate management, or personal life management situation. The program also stimulated interest in business and management as alternatives toward achieving economic self-sufficiency; enabled participants to examine their career potential, and instructed them on how to transfer existing individual skills to business and management related fields.

The program was based upon the proven premise that as women and as members of a minority group, participants need to increase their achievement motivation and self-confidence while gaining the functional knowledge to enable them to think in terms of entering business and management. This was accomplished in addition to taking into consideration the trainees' cultural background. Some highlights of our instructional strategic approach were the followings:

L. Miranda and Associates

- Trainers were Hispanic women who provided positive role-models with whom trainees could identify.
- Trainers were of the same cultural background as trainees, using cultural identification to reinforce training.
- Training was in groups to prevent discouragement and to foster peer communication and support.
- Program provided baby sitting).
- Trainees were exposed to direct observation of existing businesses (field study).

LM&A acknowledges the fact that a training program which can only offer theoretical information deprives trainees of the vital opportunity to obtain insight into the practical applications of business and management. Incorporation of field study in the overall training program assured that the trainees were exposed to ways in which they could implement the training they were receiving,as well as relating the information learned to an actual business environment.

Trainees learned functional skills in the following generic areas:

Motivation and Personal Development
Communications
Essentials of Management Process
Financial Management

L. Miranda and Associates

Within those generic areas, program content included instructional modules on management of self, overview of American business, goal setting, time management, record keeping, financial management and budgeting, teamwork, leadership, establishing and meeting standards of performance, decision making, problem solving, management functions, and others.

Instructional methods stressed experimental learning as opposed to lectures. Among them: case studies, visiting speakers, role playing, and stimulation exercises.

The course consisted of a total of fifteen sessions, for a total of sixty (60) hours, including the field training. Forty three(43) Hispanic women from the Washington Metropolitan area received this training.

The effectiveness and success of the program is clearly reflected by the participant's feedback and evaluation and their high level of enthusiasm. Success can also be measured by an impressive 87% rate of participant retention.

The Business Management course for Hispanic women has proven to be a successful effort in satisfying the needs of minority women, providing them with the necessary knowledge and skills for growth and self development.

APPENDIX 16

FIELD TRAINING HANDOUTS

L. Miranda and Associates

FIELD TRAINING MODULE

INTRODUCTION

L. Miranda and Associates has designed and implemented a field training module for the trainees of the business and management education program. In this module, LM&A has integrated into the training the business community of the Washington area, which host site-visits and enable trainees to gain new insights into their professional development needs, as well as into the day-to-day operation of a business.

The main thrust of these exploratory half-day site-visits is to provide the trainees with the opportunity to:

1) observe the practical application of management principles discussed in class
2) acquaint them with the organization and operation of a business
3) gain first-hand knowledge on the duties and responsibilities of employees and managers.

Selection of agencies and business organizations is based on two main factors:

1) trainee's needs and interests
2) organization's committment to provide exposure to its organizational structure and managerial style.

The field training allows enough time before site visits for the trainees to prepare properly in order to obtain maximum advantage from this exercise, and enough time to discuss and evaluate it in class later.

THE SITE-VISIT

1) Tour of the premises conducted by group leader assigned by the firm; group will consist of an average of five trainees.
2) Presentation by one or more of the firm's officers which may cover: nature and scope of business, history, development, projections, management development, affiliations, acommplishments, other.
3) Presentation by personnel officer regarding background and qualifications needed for some positions (work-stations ob observed), advancement possibilities, salaries, what, the firm looks for in terms of managerial competence (factors involved) in the evaluation of candidates.
4) Participants evaluate the career exploration experiences and discuss it in class.

Attached are copies of the course objectives and of the management field training visits (group and individual). These copies detail the purpose of the visits as well as what is expected of the participants.

GROUP FIELD PRACTICE: MANAGEMENT

A. Purpose: to observe how organizations practice the management functions of planning, organizing, directing and controlling to reach their goals and objectives.

B. Participants will:

1. Complete the site visit of the self-selected business.
2. Use the attached questionnaire as a guide to develop three questions pertinent to the business to be visited, and be prepared to ask at least one question during the group site observation exercise.
3. Prepare for class a description of the business visited, a 3 to 4 minutes oral presentation.

C. Timing: 4 hours.

INDIVIDUAL FIELD PRACTICE: MANAGEMENT

A. Purpose: to examine closely a specific management function you are interested on by discussing it with a person who works in that field.

B. Participants will:

1. Make individual arrangements with LM&A's liaison person in the respective businesses.
2. Develop at least 10 questions to ask during the exercise (using the attached questionnaire as a guide).
3. Prepare a brief oral report (3 to 4 minutes) to present to rest of group.
4. Prepare to respond to as many as possible of the questions and issues presented in the questionnaire.

NOTE: This exercise should be scheduled _after_ the _group_ site visit has been completed.

INDIVIDUAL FIELD PRACTICE: SMALL BUSINESS

A. Purpose: to examine the market before going into business and obtain specific information which will help increase your chances of success in establising your own business.

B. Trainees will:

1. Complete this field experience on their own.
2. Fill out this form:
   a) Identify what type of business you plan.

   b) Plan on visiting one or two businesses of a similar nature.

   c) Identify who the customers or clients of your business would be:

   1. what kinds of persons ______________________
      ____
   2. how many ______________________
      ____
   3. where they are ______________________
      ____
   4. what they do ______________________
      ____
   5. what is their purchasing power. ______________

d) Find out the monthly expenses your business will have:

1. rent ______________________________

2. payroll (how much you pay employees) ______________
____

3. utilities ______________________________

4. payroll taxes ______________________________

5. postage ______________________________

6. supplies ______________________________

7. telephone ______________________________

8. accounting fees ______________________________

9. legal fees ______________________________

10. installment payments (equipment) ______________
____

11. insurance ______________________________

e) What type of insurance does that business carry?
____

f) What licenses did owner have to get? ______________
____

g) Identify the place where you would locate your business, and why. ______________________________
____
____

3. Prepare a brief oral presentation (3 to 4 minutes) on these findings, to be presented to the rest of the group.

NOTE: This exercise should be scheduled after the group site visit has been completed.

FIELD TRAINING QUESTIONNAIRE

Observing the Business/Organization

This questionnaire is a guide to the trainee and is designed to heighten her recollection of the field training exercise by providing questions and concepts to be answered and reflected on while observing the business and its employees at work.

I. Management

Referring back to the previous sessions on Communications, Leadership, and Management functions, explain how the management functions are performed at the business/organization you observed:

a) Who is in charge of each of these management functions?

b) What is the role of the manager and how is it related to the management functions?

c) In observing a manager, how did he/she plan and organize daily work activities?

II. Staffing

1. How are employees recruited or selected and trained?
2. What effect, if any, does the work environment have on productivity and worker conduct and attitude?

3. What system of incentives and discipline seem to be used at the site visited?

III. Communications

1. What communications channels, both formal and informal did you observe?
2. Describe the communication processes you observed as to exposure, sharing of information, and feedback.

IV. Financial Records

1. Who is responsible for maintaining the financial records?
2. What financial reports are issued? How often?
3. How are financial reports utilized by managers within the business, and what are their chief financial information requirements?

V. Marketing

1. Who is responsible for determining what products or services are to be marketed?
2. Who provides advice/counselor marketing decisions?
3. On what basis are marketing decisions made?

VI. Leadership

1. What leadership functions did the manager perform?
2. How was work delegated?
3. How were requests for information/direction handled? Did this vary among supervisors and their staff?
4. Did you observe a process of decision making? Who made that decision? Whom and what did the decision affect?

Name ______________________

Telephone __________________

FIELD WORK PREFERENCE

I. GROUP VISIT

Choose a business or organization from the list below which you would like as a group visit. This is a four hour assignment to be scheduled during office hours at some point between June 9 and July 6. Indicate first and second choices, day of the week you prefer, and whether it is most convenient for you to schedule this assignment in the morning or afternoon.

	1st choice	2nd choice	Day of week	AM	PM
1. American Telephone and Telegraph (AT&T)					
2. General Electric (GE)					
3. Potomac Electric Power Company (PEPCO)					
4. International Business Machines (IBM)					

Please explain why you chose the above business and what you would like to learn in your visit ______________________________

____

____

II. INDIVIDUAL FIELD PRACTICE

Indicate your preference regarding the individual field work assignment to be completed between July 7 and August 10.

1. Individual Field Practice in Management
2. Individual Field Practice in Small Business.

APPENDIX 17

PRESS RELEASES

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

NEWS RELEASE

Release: Immediate **Contact:**
656-8685

BUSINESS AND MANAGEMENT TRAINING PROGRAM FOR HISPANIC WOMEN

L. Miranda and Associates, a management consulting firm owned and operated by Hispanic women, is currently recruiting applicants for a business and management training program. The course, due to start on May 25 and offered at no cost to participants, aims to equip Spanish-speaking women with fundamental management skills, increase the participants' self-confidence, and stimulate their interest in business ownership.

The program is being conducted under contract with the U.S. Office of Education, and marks the first time that training of this nature is offered to Hispanic women by Hispanic women trainers.

Scheduled sessions will examine the different aspects of management, such as, communications, budgeting, banking, and record keeping. The sessions also will explore goal setting, decision making, problem solving, and leadership, and will train participants to examine their career potential and to transfer their personal aptitudes into business skills. An important component of the

-more-program is an individualized internship or field study in which participants will visit local businesses to observe the application of concepts studied during the course of the training in an actual business setting.

The program which will take place after office hours, will provide complimentary baby sitting services.

At a graduation ceremony, a certificate will be awarded to participants who successfully complete the training program.

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

NEWS RELEASE

Release: Inmediato

Contact: Jeannette Rivera
656-8685

PROGRAMA DE ADIESTRAMIENTO EN EL CAMPO DE COMERCIO Y GERENCIA PARA MUJERES LATINAS

L. Miranda and Associates, una empresa latina de consultoría administrada por mujeres, en estos momentos está reclutando a candidatas para un programa de adiestramiento en asuntos de comercio y gerencia. El programa se ofrece sin costo alguno y está proyectado a comenzar el primero de abril. Los cursos intentan dotar a las mujeres de habla hispana con destrezas básicas en el campo de gerencia, a la vez que las participantes adquieren mayor confianza en sí mismas e interés en establecer un negocio propio.

Este programa se ha preparado bajo los auspicios de la oficina de Educación de los E.E.U.U. y representa el primer esfuerzo en el que mujeres latinas adiestran a otras mujeres latinas en el campo de gerencia y comercio.

En las clases se tratarán los diversos aspectos relacionados con el área de gerencia, como, por ejemplo, comunicación, presupuestos, información financiera, y operaciones bancarias.

-continúa-

También se estudiarán las materias referentes a establecimiento de metas, toma de decisiones, resolución de problemas y desarrollo de liderato. El programa también tiene como objetivo el asistir a las participantes a examinar su potencial profesional y a transferir sus aptitudes al campo de los negocios. Elemento importante del programa de adiestramiento serán las visitas por parte de las participantes a negocios dentro del área metropolitana con el fin de observar la aplicación práctica de los conceptos tratados durante el curso.

Las participantes que concluyan el programa de entrenamiento con éxito recibirán un certificado en una ceremonia de graduación.

Aquellas mujeres que estén interesadas en participar en este programa deben comunicarse con Jeannette Rivera en el 656-8685 antes del 22 de marzo. Las clases de este programa de tres meses de duración, se efectuarán una vez a la semana fuera de horas de oficina.

# # #

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

News Release

RELEASE: Immediate CONTACT: Amarillys de Jesus, Project Director.

L. Miranda and Associates, a management consulting firm owned and operated by Hispanic women, is currently engaged in a pioneer program to develop and motivate minority women, in particular Hispanic origin women, to participate in the field of business ownership and management. The training is offered at no cost to the participants.

This program is being conducted under contract with the U.S. Office of Education, and marks the first time that training of this nature is offered to Hispanic women by Hispanic women.

The objectives of the training program are to equip potential Latina managers with information and techniques in the fundamental management skills which are common to functioning competently in a business ownership, corporate management, or personal life management situation. The program also stimulates interest in business management as alternatives toward achieving economic self-sufficiency; enables participants to examine their career potential, and instructs them on how to transfer existing individual skills to business and management related fields.

On July 8th the Cycle I participants were awarded a certificate of completion. The ceremony was followed by an informal buffet consisting of typical foods from their respective countries prepared by the participants. It was quite an experience to share in the unique atmosphere of achievement and spontaneous joy exuded by the participants and guests.

Attending the ceremony and celebration was Dr. William F. Pierce, acting Commissioner for Occupation and Adult Education who addressed the group before the certificates were awarded. Also present were Barbara Kemp, Education Program Specialist HEW Office of Education; Deborah Ashford, Special Advisor on Women's Issues, Bureau of Occupation and Adult Education, Lourdes Miranda King, President, L. Miranda and Associates, and Amarillys de Jesus, Project Director and lead trainer.

The effectiveness and success of the program is clearly reflected by the participant's feedback and evaluation and their high level of enthusiasm. Also, each cycle has an impressive high rate of participant retention. Of the 25 participants that registered for Cycle I, 21 are completing it (84%), of 28 that registered for Cycle II, 24 remain as active participants (86%).

The business Management course for Hispanic women has proven to be a successful effort in satisfying the needs of minority women, providing them with the necessary knowledge and skills for growth and self development.

APPENDIX 18

PROTOCOL FOR INTERVIEWS

L. Miranda and Associates

Protocol for Interviews

I. Initial Telephone Contact

1. Applicants are expected to respond to the outreach efforts after the 11th of March. Since the first contact LM&A will have with the applicants is over the telephone, it is important to speak courteously and provide and request all pertinent information. Personnel conducting telephone interview should have the protocol guide available and are expected to follow the instructions therein. Telephone interviews will be conducted in English to measure the applicant's English proficiency.

2. When applicants call, the following information will be provided:

a) Selection criteria

--20+ years of age
--minimum High School diploma of GED
--proficient in English language
--place of occupation (if presently unemployed, last job held; if never employed, desire to join the business world)

b) Program outline

--communications
--essentials of management process
--financial management
--personal development

--record keeping

--budgeting

--banking

--problem solving

c) Program purpose

--to equip Spanish-speaking women with fundamental management skills

--to increase the participants' self-confidence

--to stimulate participants' interest in business ownership

d) Logistics

--place: Associates for Renewal in Education
1101 15th St., N.W. (15th & L)

--dates: April 1 to July 8 (first cycle)
May 25 to Aug. 31 (second cycle)

--hours: 60-hour course, once a week, 6:30 to 10:00 p.m.; first cycle conducted on Thursdays and the second on Tuesdays

3. If applicant is interested in joining the program, the following information will be requested:

a) Applicant's name, address and phone number. This will allow LM&A to contact her if she doesn't show up for appointments, to advise of changes in logistics, etc.

b) An appointment at a mutually convenient time. If an applicant cannot get time off from work or for whatever reason is unable to meet the interviewers during office hours, other arrangements will be made.

c) A resume or work outline, if available

d) Promptness. Applicants that arrive more than 10-20 minutes late take the risk of having their appointment rescheduled or of waiting until later

e) Program attendance. If applicant has plans which conflict with the program schedule, she should be advised of the next program cycle. Her name will be kept on file and she will be notified.

4. When setting up appointments allot 15 minutes to be spent in the reception area, filling out the application form and reading the press release and fact sheet.

5. Advise applicant of logistic of interview:

--place: The Executive House
1515 Rhode Island Ave., N.W., Suite 201

--date (as applicable)

--time (as applicable)

II. Welcoming the Applicant

1. Interviews will be conducted in a room separate from the reception area. The reception area should be well-lit, comfortable, and have available coffee, tea, women's and business magazines, and LM&A brochures to acquaint applicants with the firm. To facilitate communications, intercoms should be installed between reception area and interview room.

2. The receptionist will greet the applicant as soon as she walks in and will hand her an application form to fill out. The first order of business upon the applicant's arrival will be the filling out of the application form.

3. While applicant is filling out the application form, the receptionist will be preparing a folder with the applicant's name. This folder will ultimately contain the participant's application form, resume, registration form, and interview guide.

4. When applicant completes the application form, she will return it to the receptionist who will insert it in the applicant's folder. The receptionist will then hand the applicant a press release in English or Spanish, according to the applicant's preference, and a fact sheet.

> --The press release and the fact sheet should be read by all applicants before being interviewed, the purpose being to introduce applicants to the program and to shorten the amount of time the interviewer spends answering the applicant's questions.

5. The receptionist should be courteous at all times. She should be pleasant and try to make the applicant's waiting period as comfortable as possible. She should also be knowledgeable about the program and offer voluntarily to answer the applicant's queries.

> --The receptionist will introduce the applicants to the interviewers (not the other way around)

and should alert interviewers that applicants are ready to see them.

III. Interview Preparation

1. There are many methods of conducting interviews, among them: one interviewer speaks to the applicant individually; two or more interviewers speak to an applicant individually; and, two or more interviewers speak to a small group of applicants. In the first method, interviewers are free to form opinions on each candidate without any outside interference, but it is time consuming. With the second method the applicant has the double stress of having to impress two people at the same time. The small group approach is the only method that saves time and stimulates discussion.

2. Small group approach. Applicants are interviewed in groups of five to eight. At least two interviewers will attend each session. One interviewer asks questions and serves as the moderator, while the other observes the group and records the answers. The small group approach should take about 10 minutes per person.

3. Before speaking to the applicants, the interviewers should assemble in easily available order all the papers they will need to conduct the interview. The principal papers are the Interview guides, press releases, and fact sheet.

IV. Interview

1. The interviewers should go into the reception area to meet the applicants. The receptionist should take care of the

introductions. The interviewers should greet the applicants by name and shake hands (optional, but keep in mind that a limp fish handshake gives a bad impression).

2. The interviewers should review the application forms of every person being interviewed before the interview actually starts. When both the interviewer and the applicants are ready, the interviewers should direct the applicants into the office and offer them a chair.

3. Program overviews will be provided to all applicants before the interviews are conducted. In the event that one of the applicants has not seen the overview, the interviewers should have them available. Interviewers should ask the applicants if they have seen one.

4. Each interviewer will be provided interview guides. The purpose of the interview guide is to elicit answers to questions which measure the applicant's motivation and relevant requirements not gathered in the application form. The interviewers should make sure that information requested is completed and should record the answers to the questions in the spaces provided. If questions are not understood, the interviewer can ask the question in a different way. Interviewers should look at the applicants directly in the eyes.

5. Interviewers' personal opinions and pertinent remarks can be written down during the interview or immediately after the applicants leave the room, in the space provided

under "Comments." However, this information must be filled in right after the interview, while the information is fresh in the mind.

6. When the interview is over, the interviewers should offer to answer any questions the applicants have. Once these questions are answered, the interviewers should advise the applicants on when they will be notified on their acceptance/rejection and specify that a board of interviewers, consisting of the president of LM&A and project staff members, will select the participants. Personal knowledge of an applicant on the part of any LM&A staff member will not influence the decision.

7. The interviewers should thank each applicant (by name, if possible) for her time and interest, and take them back to the reception area. The interviewers will return to the office and finish up the interview guide. They should take time to evaluate how the interview went.

8. Once the interviewers have completed their comments in the interview guide, they will give the completed forms to the receptionist. Interviews have been properly spaced so as to allow interviewers sufficient time to thoroughly complete the interview guide and to take care of personal matters (such as going to the bathroom, getting coffee, or just breathing time).

V. Post-Interview

1. Once the applicants return to the reception area the last time, the receptionist should offer to answer any questions.

The applicants should again be thanked for coming and should be told that letters will be sent to all applicants by the end of the week.

2. The receptionist should make sure that interviewers return the completed interview guides on all applicants. She will place the guides on the appropriate folders. She should make sure there are enough application forms, press releases, fact sheets, interview guides, and folders available.

VI. Elimination/Selection Process

1. At the end of the day interviewers should get together and go over the application forms, interview guides, and resumes if available. All interviewers should agree over which applicants to eliminate. Applicants selected will represent a cross-section of disciplinesand will have aptitudes consistent with selection criteria as outlined in the fact sheet.

2. Participants will have been selected and notified by March 26. Applicants chosen will be telephoned immediately. Telephone calls will be followed by a letter of acceptance. Rejected applicants will be notified by mail. To notify all applicants as quickly as possible, a form letter will be prepared in advance.

APPENDIX 19

INTERVIEW SELECTION

APPLICATION FOR PROSPECTIVE PARTICIPANTS
BUSINESS AND MANAGEMENT TRAINING PROGRAM

TYPE OR PRINT

Date of Application________________

Name____
Last First Middle

Address____
Street City State Zip

Phone____________________(res.) ______________________ (bus.)

Age_______ U.S. Citizen ___yes ___no

National origin____________________

Relevant experience. Give dates, starting with your most recent position. Work experience or achievements need not be in a paid job. If additional space is required, continue on the back of the application.

EDUCATION/TRAINING. Indicate the highest grade attained:

Name	Duration/Dates	Title or Certificate

What language of instruction do you prefer?:
Spanish_____ English_____ Both_____

Are you proficient in spoken and written English?
Yes__________ Some_________ Very little____

Do you need babysitting arrangements during training? ___Yes ___No

For how many children?_____ Ages________________________________

Why do you want to participate in this training?

____

____

____

SOLICITUD PARA PARTICIPAR EN EL PROGRAMA DE ADIESTRAMIENTO PARA ESTABLECER O ADMINISTRAR UN NEGOCIO

ESCRIBIR A MAQUINA O CON LETRA DE MOLDE

Fecha de solicitud________________

Nombre____
Apellido Nombre Segundo nombre

Dirección____
Calle Ciudad Estado Zip

Teléfonos_______________(casa) _______________(trabajo)

Edad______

Ciudadanía E.U.A. ___Sí ____No

Lugar de nacimiento________________

Experiencia de empleo. Enumere los empleos que haya tenido: incluya fechas y descripción de tareas. Comience con el empleo más reciente. La experiencia no tiene que ser sólo en empleo remunerado. Si necesita más espacio, use el dorso de esta solicitud.

EDUCACION/ADIESTRAMIENTO. Indique el último año escolar que haya cursado.

Nombre de la escuela	Duración/Fechas	Diploma o Certificado

¿Cuál idioma de enseñanza prefiere?
español_________ inglés___________ cualquiera______

¿Domina bien el inglés oral y escrito?
Sí_____ algo____________ muy poco________________

¿Necesita servicios de guardería infantil durante las horas de adiestramiento?

¿Para cuántos niños?___________ Edades____________________________

¿Por qué desea participar en éste curso?

____

____

____

THINGS TO TAKE TO INTERVIEW SESSIONS

Pencils
pens
Legal pads
LM&A brochures
Typewritter
Interview Protocol
Fact Sheets
Press Rele   in English and Spanish
Applicaton forms
List of course topics
Calendar
Stapler
Paper Clips
Index Cards
Typing paper
folders

L. MIRANDA AND ASSOCIATES

under contract with the Occupational and Adult
Education Branch of the U.S. Office of Education

PRESENT . . .

A BILINGUAL BUSINESS AND MANAGEMENT TRAINING PROGRAM FOR WOMEN

Informal setting . . . limited enrollment. . . experienced Latina trainers, quest speakers, and panelists . . . multi-media approach

WHO SHOULD ATTEND

Latinas who are potential business owners or managers.

OBJECTIVES

Program objectives are to:

- Provide management information and techniques common to functioning competently in a business ownership, managerial, or personal life management situation
- Stimulate interest in business and management as alternate courses for achieving economic self-sufficiency
- Enable participants to examine their career potential, aspirations, and expectations. and
- Assist participants to transfer their individual skills to business and management situations

SUBJECTS

- Goal Setting, Planning for Dual Roles, Decision Making and Problem Solving, Management, Communications, Leadership, Finances, and Record Keeping.

FIELD STUDY

In consultation with her trainer, the participant will elect a business which she will visit to observe the application of management principles discussed during training and to acquaint them with the organization and operation of a business.

METHOD OF INSTRUCTION

Instructional methods stress experimental learning as opposed to lectures, among them, case studies, visiting speakers, role playing, and simulation exercises.

DATES

Every Thursday, 6:30 p.m. until 10:00 p.m beginning April 1, ending July 8.

PLACE

HOW MUCH

The course is free of charge.

HOW MANY

Enrollment limited to 20 participants

SELECTION CRITERIA

20+ years of age
High School diploma or GED+
Proficiency in the English language
At a minimum, record of work experience in blue collar occupation or a developed marketable skill
Desire for self-improvement
Desire to assume managerial position or to establish own business
Willingness to take risks
Willingness to attend all sessions

SELECTION PROCESS

Applicants selected will conform to the above-mentioned criteria. A board of interviewers, consisting of the president of LM&A and project staff members, will select the participants. Personal knowledge of an applicant on the part of any LM&A staff member will not influence this decision.

NOTE

LM&A does not and will not provide job-placement services.

GOOD LUCK IN YOUR INTERVIEW!

INTERVIEW GUIDE

Name of Applicant ______________________________

Pronunciation of name ______________________________

Date of interview ____________________ Time ______________

Name of Interviewer ______________________________

(ANSWERS TO THE FOLLOWING QUESTIONS MUST BE RECORDED AS GIVEN).

Why do you want to participate on this program?

What things have you done that you were excited about doing?

What contributions have you made to the community?

What courses have you taken or what things have you done to improve yourself?

Marital Status:

Number of Children:

Ages:

Have you been exposed directly or indirectly to a business or management situation?

Yes ________ No ___________

(If answer to the above was"yes") tell me about it.

Are you able to attend all sessions?

Yes ________ No _______________

Do you want to establish your own business?

Yes ________ No _______________

Do you want to assume a managerial position?

Yes _________ No ______________

Are you willing to take risks?

Yes ___________ No _______________

Motivation: High _________________

Average ______________

Low __________________

English Proficiency: Excellent ____________ Good _______________

Fair _________________ Poor _________________

Comments/Remarks

BUSINESS AND MANAGEMENT TRAINING PROGRAM

REGISTRATION FORM

Name ____
(please print)

Home address ____________________________________

____

Work address ____________________________________

____

Home Phone ____________________ Work Phone ____________________

Special Emergency Procedure:

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416, WASHINGTON D.C. 20015 (301)656-8689/8685

March 30, 1976

Dear

On behalf of L. Miranda and Associates, I want to congratulate you on being selected to participate on the Business and Management Training Program for Hispanic Women. This is a one-of-a-kind program and we are very excited about sharing it with you.

As we discussed over the phone, the training group will meet each Thursday, begining on April 1, 1976 and ending on July 8, 1976. The meetings will be held at 1101 15th Street, N.W., from 6:30 to 10:00 p.m. The daytime telephone number for L. Miranda and Associates is (301) 656-8685. The training center's number is (202) 872-1220 (this number should only be used on Thursdays between 5:00 p.m and 10:30 p.m. For your convenience, a baby-sitter will be available, free of charge, at the training center.

If you have any comments or additional questions please feel free to contact me.

The training staff of L. Miranda and Associates looks forward to a fruitful learning experience and cooperation in the months ahead.

Sincerely,

Jeannette Rivera
Recruitment Coordinator.

Lourdes Miranda King
President

APPENDIX 20

DEBRIEFING NOTES

DEBRIEFING NOTES

UNIT: LEGAL CONSIDERATIONS I SESSION NO. VIII

1. Participants' Evaluation

a. mean 4.77
b. mode -5
c. comments: High level of enthusiasm and participation. "I am very happy with the course. It's going to be very useful in the future." This session was very intersting and very useful. You can apply it to every day life." "Very valuable." "Great information. Very well done." "Excellent handouts." "Good information- great teacher." "We have learned a lot of interesting and important things for the future."

2. Attendance

a. full
b. absent 3

3. Oral Presentations

Maria Navia, Nelly Guispert, Yolanda Davis, Elena Castillo. Well prepared and organized. Related learned material to field experience. Participants were very enthusiastic and happy with their experience.
George Washington University - well prepared for participants' visit, well organized; supplied good printed material.

4. Content

Timing - on schedule for each section and unit
Modules objectives - make them more outcome oriented
Unit: Your lawyer-comprehensive-may be accelerated a little bit in next presentation (depending on sophistication level of audience)
Unit: Exercise on Stereotyping - accomplished it's purpose of bringing out an awareness of stereotypes we all have of other groups. High level of interaction from participants.
Unit: Discrimination-informative-generated a lot of interest and participant interaction. For next session: use example more directly related to discrimination towards women and Hispanics.
Unit: Rights and duties of Employers and Employees - good particpant response. May use an extra few minutes next time.

5. Training Aids

Newsprint lettering-larger
Do not use orange marker - low visibility
Handouts - very informative and complete

6. Other

Participants keep complaining about room temperature-too hot. Re-negotiate contract: temperature control, no room changing. Baby sitters needs identified for Cycle II for 5 children.
Baby sitter - responsible for making replacement arrangements if absent.

DEBRIEFING NOTES

UNIT: Legal Consideration II SESSION NO. IX

1. Participants' Evaluation

a. mean 4.82
b. mode -- 5
c. comments: "Very interesting information about taxes" Extremely informative, good materials" "Quite interesting and necessary information to open a business". "Very interesting". "We have learned a lot for the future. Thank you for such great explanations." "Very good and informative." "Excellent information." "Very informative and easy to understand."

2. Attendance

a. full
b. absent 4

3. Oral Presentations

None

4. Content

Emphasize more employee directed. Double check FICA % Workman's comp %, unemployment comp. (3.2% - varies per state). Business owner can't be paid, therefore not covered. Get free SS booklets (Spanish-English), SBA's insurance checklist for small business.

Module - write objectives in more behavioral/result terms
learning alternatives - describe specific intructional activities to be done to achieve objectives/

Post-assessment - how @ individual can check herself to test learned objectives.
Add references, resources.

5. Training Aids

6. Other

Amount of lecturette - move more into a more experiential, trainee oriented set up. This of course is influenced by the amount of content, material to be covered and the time constraints we work under. Use standard form for Trainer unit: Hispanic women"

DEBRIEFING NOTES

UNIT: Business Transactions I SESSION NO. X

1. Participants' Evaluation

a. mean 4.83
b. mode - - 5
c. comments: "Very interesting session. I think it will be applicable today and in the future" "well organized, very informative" "I enjoyed the session today. It was interesting and the material distributed will be very useful" "I learned my rights as a woman in relation to credit and loans" Información accesible para todos." "Muy informativa-cosas que en el future las usaré." The information I got from this session is very helpful as a person going in business ownership" "Extremely valuable for one because I learned very much about credit, loans and so many things"

2. Attendance

a. full
b. absent 3

3. Oral Presentations

None

4. Content

Financial factors worksheets achieved purpose - great idea
Table VI - get updated copy
Recommendation - blow up table I on Newsprint
Women and credit - reduce time to cover equal credit opportunity Act; summarize the law. Use remaining time on mechanics of obtaining a loan/credit: role play, case study, etc.
Banking - contact Eve Grover for next cycle. Include prior preparation before going to get loan (see LMK)
Virgilio G. Roel, Nat'l Hemisphere Bank (872-1470)
Role play on how to apply for a loan
Cover in discussion more of the substantive information included in handouts. Give full reference (title, date) on Washington Post article on bank interest rates.

5. Training Aids

6. Other

Glossary needed
Give feedback to LMK on recommendations made.

DEBRIEFING NOTES

UNIT: Business Transactions II Contracts/Leases SESSION NO. XI

1. **Participants' Evaluation**

   a. mean 4.50
   b. mode 4 & 5
   c. comments: "Very interesting subject, not only helpful for business but also in the private life. The class was very enthusiastic""Estamos, y digo estamos porque aseguro todas se sienten sumamente complacidas por el contenido del curso y por el material tan ordenadamente compilado que recibimos" "Good way to learn about contracts and leases-Thank you! "Informative, educational" "Very well presented, clear and easy to understand" "I value very much the knowledge that the trainer had(sic) provide me" "Writing of contracts and leases are very important, not only for business but also for daily living. Thank You" "Very interesting and constructive" "It was very informative, especially the part dealing with the lease agreement and how you go about filling it out" "Very informative and educational for whoever knows, and doesn't know about their rights and duties" "It was a New experience about leaser, now I know why it is so important to read very carefully before signing anything" "Very organized and well presented"

2. **Attendance**

   a. full
   b. absent 7

3. **Oral Presentations**

   NONE

4. **Content**

   Great Session (LMK)
   Second the motion (ADJ)

   Leases-present some key examples of substantive content presented in lecturette

   Include some techniques of negotiation (See LMK Also, review EEOC Conciliation procedures)

5. **Training Aids**

   Handout lease before role play so that participants have a few minutes to read them.

6. **Other**

Cycle II

DEBRIEFING NOTES

UNIT: Course Introduction

SESSION NO. I

1. Participants' Evaluation

a. mean 4.55
b. mode - 5
c. comments: "I think it is very nice the way you introduce the course. You are well organized and wonderful persons and I thin this is very helpful in forming a group. Thanks." "Session fulfilled objectives. Ms Miranda;s summing up of course was helpful in stating the goals of the course". "Very good administratively". "Very good explanatory introduction to the course". "I think the program will help me a lot for my own development". "Looking forward to this course. Amarillys is a very good trainer". "Program sounds interesting. I like the openess, friendship and informal setting. This might change my life." "The group seems like a congenial group, willing to learn, and the instructor very willing to teach." "I think that course will be successful because everybody at this point seems to be interested in the course". " I liked the psychological approach of the presentations of the course by Amarillys." "This course sounds so good! I'm happy I'm part of it". "I was very pleased with the first session and look forward to the next ones." "I have found the course extremely valuable for the purpose, I am interested and I hope to get as much benefit as I can". "I think the session was very interesting.... I think we're giving a big step in our lives. "I really like the way you present the different subjects.

2. Attendance

a. full
b. absent 3

3. Oral Presentations

4. Content

Course introduction was very organized and clear.
Rapport with participants was established and maintained
Participant involvement was successfully encouraged

Given extensive break recommend adding group exercise and for expansion on Oral Presentation Techniques.

Start group compiling their own list of new words. Later in course provide with glossary of business terms.

5. Training Aids

Room limitations (size, clutter, etc.) restrain ample use of varied training aids. Training aids used (e.g. newsprint, handouts, etc.) were very effective.

6. Other

Room L-2 is not adjacent as a training room Sessions will will have to be conducted there through June.

Strongly recommend another place.

DEBRIEFING NOTES

UNIT: Self Understanding

SESSION NO. II

1. Participants Evaluation
   a. mean 4.75
   b. mode 5
   c. comments: "Excellent idea to learn about myself" "Wish we would have had more time to talk with the panel and exchange ideas." "Increasing my interest in the course and beginning to feel more aware and self-conscious about myself in the environment I move in." "The panel idea was very good. Ms. Miranda;s presentation addressed the real issues very well." Panels like this encourage us to make 'the DECISION'". This class gets better and better! "The way this course is developing is more exciting and valuable than I was expecting. I am extremely pleased". "despertó mas mi interés en cambiar mi situación como empleada." "I feel that his lesson gives the courage to take any risks because if they can do it, I'll do it too."

2. Attendance
   a. full
   b. absent 2

3. Oral Presentations

4. Content

Life Inventory and Personal Growth Inventory were very well received by all members of the group. Good level of self-awareness and self understanding was achieved.

Instrument generated active participation on different issues.

Although background information was provided on the purpose and areas to be covered by panel (including sample questions), discussion of issues were tangentially related. There was very little exchange of ideas in the area of multiple roles and conflicts created by them. LMK's presentation was excellent, on target.

5. Training Aids

Room limitations (size, clutter, etc.) restrain ample use of varied training aids. Training aids used were very effective. (see "other" below)

6. Other

Room L-2 is not adequate as a training room. It does not allow flexibility for group activity: too small, too cluttered, too hot, no space to use projector or overhead projector. Sitting arrangement is limited.

Cycle II

DEBRIEFING NOTES

UNIT: Interpersonal Communication SESSION NO. III

1. Participants' Evaluation

   a. mean 4.61
   b. mode 5
   c. comments: "This session gave us practical knowledge about management (in a fun way) as well as psychological knowledge about our potential as managers, You keep consistently the grade A" "It is very important to know how others see us as compared to how we see ourselves" "It was presented very clearly" "Very good for the kind of job I'm doing" "It was great to discover how we see ourselves and how others see us" "It helped me to know my potential as a manager" "Very educating" "Great experience! "It was very interesting to see how open I saw myself and how close others saw me" As I have learned aspects of my personality I now have a kind of guide to think about and hope may eventually improve"

2. Attendance

   a. full
   b. absent 4

3. Oral Presentations

NONE

4. Content

The Personnel Realations Survey in the Spanish version helped many participants who would otherwise have had problems with some of the terminology.

5. Training Aids

The JOHARI window model presented w/ transparencies on a newsprint demonstrated the dynamic aspect of the model. The explanation was well received and understood by participants

6. Other

APPENDIX 21

PERSONAL GROWTH INVENTORY

L. Miranda and Associates

PERSONAL GROWTH INVENTORY

Session: Understanding Self

Course: Business and Management
Training for Latina
Women

L. Miranda and Associates

PERSONAL GROWTH INVENTORY

ITEMS

1. SELF UNDERSTANDING

0 1 2 3 4 5 6 7 8 9

Don't know self — Know self a great deal

2. SELF ESTEEM

0 1 2 3 4 5 6 7 8 9

Very low — Very high

3. COURAGE TO FAIL

0 1 2 3 4 5 6 7 8 9

Very low — Very high

4. GIVING LOVE

0 1 2 3 4 5 6 7 8 9

I am a cold fish — I'm exceptionally warm and affectionate

5. ACCEPTING LOVE

0 1 2 3 4 5 6 7 8 9

Makes me uneasy — I value all I can get

6. OPENNESS

0 1 2 3 4 5 6 7 8 9

I reveal little of myself — I reveal much of myself

7. PEACE OF MIND

0 1 2 3 4 5 6 7 8 9

I am restless and dissatisfied — I am at peace with myself

8. TENDENCY TO TRUST OTHERS

0 1 2 3 4 5 6 7 8 9

Quite suspicious — Very trusting

9. LEVEL OF ASPIRATION

0 1 2 3 4 5 6 7 8 9

Quite low — Extremely high

10. PHYSICAL ENERGY

0 1 2 3 4 5 6 7 8 9

I tire easily and quickly — I am vital and resilient

11. VERSATILITY

0 1 2 3 4 5 6 7 8 9

Can only do a few things well — Can do many things well

12. INNOVATIVENESS

0 1 2 3 4 5 6 7 8 9

I like to keep the status quo — Exceptionally creative and inventive

13. EXPRESSING ANGER

0 1 2 3 4 5 6 7 8 9

I express it openly — I repress it consistently

14. RECEIVING HOSTILITY

0 1 2 3 4 5 6 7 8 9

It immobilizes me — It stimulates me

15. CLARITY IN EXPRESSING MY THOUGHTS

0 1 2 3 4 5 6 7 8 9

Quite vague — Exceptionally clear

✓ 16. ABILITY TO LISTEN IN AN ALERT AND UNDERSTANDING WAY

0 1 2 3 4 5 6 7 8 9

Very low — Very high

✓ 17. REACTIONS TO COMMENTS ABOUT, OR EVALUATIONS OF MY BEHAVIOR

0 1 2 3 4 5 6 7 8 9

I ignore them — I take them very seriously

✓ 18. TOLERANCE OF DIFFERENCES IN OTHERS

0 1 2 3 4 5 6 7 8 9

Very low — Very high

19. INTEREST IN LEARNING

0 1 2 3 4 5 6 7 8 9

Relatively dormant — Very active

20. INDEPENDENCE

0 1 2 3 4 5 6 7 8 9

Very little — A great deal

21. VISION OF THE FUTURE

0 1 2 3 4 5 6 7 8 9

Think mainly of the present — Often try to envision and plan for the future

NOTE: List items you feel are important dimensions in your life that you would like to add to the above list.

22.

0 1 2 3 4 5 6 7 8 9

23.

0 1 2 3 4 5 6 7 8 9

Please turn this page to set targets for achieving your personal growth goals

UNIT: SELF-UNDERSTANDING

PERSONAL GROWTH WORKSHEET

Strengths I Now Have	Strengths I Have to Develop

APPENDIX 22

DAILY EVALUATION SAMPLE

S A M P L E

TRAINEE'S EVALUATION OF SESSIONS

Session____

Circle the number that best describes how you feel about this session

Little Value	Somewhat Valuable	Average Value	Very Valuable	Extremely Valuable
1	2	3	4	5

GENERAL COMMENTS:

L. Miranda and Associates

APPENDIX 23

MID-TERM EVALUATION SAMPLE

Please circle correct answer

Session # 1: Course Introduction

A. 1. How did you feel about the exercise where you met some of the members of your group?

a. didn't enjoyed it
b. enjoyed some of it
c. enjoyed it very much

2. Is there anything you think we should add to this exercise?

a. No, leave it as it is now
b. Yes, ____________________

____

3. Is there any thing in this exercise you think we should eliminate?

a. No.
b. Yes, ____________________

____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes, ____________________

____

B. 1. How do you feel about the way we train (minimum lectures and more group participation)?

a. don't like it at all
b. like it some
c. like it very much

2. Is there any thing you think we should add to our style of training?

a. No, leave it as it is now
b. Yes, ____________________

____

3. Is there anything you think we should eliminate from the way we train?

   a. No.
   b. Yes, ____
   ____

4. Is there anything else you think we should change or modify in this unit?

   a. No.
   b. Yes, ____
   ____

C. 1. How do you feel about the idea of using a contract between participants and trainers?

   a. it's a bad idea, I don't like it at all, eliminate it
   b. it is sort of a good idea, but I'm not sure I like it
   c. it is a very good idea, I like it very much,keep it in the program

2. Is there anything you think we should add to the contract?

   a. No.
   b. Yes, ____
   ____

3. Is there anything you think we should eliminate from the contract?

   a. No.
   b. Yes, ____
   ____

4. Is there anything else you think we should change or modify in this unit?

   a. No.
   b. Yes, ____
   ____

Session # II: Self-Understanding

A. 1 How did you feel about the unit where you explored your feelings of making changes in your life? (Personal Growth Inventory-measured your personal growth/change behaviors and attitudes)

a. didn't like the unit
b. somewhat liked the unit
c. liked that unit very much

2 Is there anything you think we should add to that unit?

a. No.
b. Yes, ______________________________

____

3 Is there anything you think we should eliminate from that unit?

a. No.
b. Yes, ______________________________

____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes, ______________________________

____

B. 1. How did you feel about the unit where you discussed conflicts between work and family responsibilities (dual roles)?

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

   a. No.
   b. Yes,____

3. Is there anything you think we should eliminate from that unit?

   a. No.
   b. Yes,____

4. Is there anything else you think we should change or modify in this unit?

   a. No,
   b. Yes,____

Session # III: Listening Skills

A. 1. How did you feel about using the Personnel Relations Survey to show you your own style of communicating?

   a. didn't like it
   b. liked it somewhat
   c. liked it very much

2. Is there anything you think we should add to that unit?

   a. No.
   b. Yes,____

3. Is there anything you think we should eliminate from that Unit?

   a. No.
   b. Yes,____

4. Is there anything else you think we should change or modify

   a. No.
   b. Yes,____

B. 1. How did you feel about the unit on characteristics of a good listener and behaviors a good listener should use?

a. didn't like it
b. liked it somewhat
c. liked it very much

2 Is there anything you think we should add to that unit?

a. No.
b. Yes,____
____

3. Is there anything you think we should eliminate from that unit?

a. No.
b. Yes,____
____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes,____
____

Session # IV: Leadership.

A. 1. How did you feel about the unit on styles of leadership and forces which influence a leader to assist a group in working on their task?

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything wesshould add to that unit?

a. No.
b. Yes,____
____

3. Is there anything you think we should eliminate from that unit?

   a. No.
   b. Yes, ____
   ____

4. Is there anything else you think we should change or modify in this unit?

   a. No.
   b. Yes, ____
   ____

B. 1. How did you feel about the unit where you used the managerial grid to asses your own leadership style?

   a. didn't like the unit
   b. somewhat liked the unit
   c. liked that unit very much

2. Is there anything you think we should add to that unit?

   a. No.
   b. Yes, ____
   ____

3. Is there anything you think we should eliminate from that unit?

   a. No.
   b. Yes, ____
   ____

4. Is there anything else you think we should change or modify in this unit?

   a. No.
   b. Yes, ____
   ____

Session # V: Written Business Communication

A. 1. How did you feel about the unit where you discussed different kinds of written communications?

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

a. No.
b. Yes, ____
____

3. Is there anything you think we should eliminate from that unit?

a. No.
b. Yes, ____
____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes, ____
____

B. 1. How did you feel about the unit where you discussed planning and time management (priorities, schedules, etc.)

a. didn't like it
b. liked at somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

a. No.
b. Yes, ____
____

3. Is there anything you think we should eliminate from that unit?

a. No.
b. Yes,____
____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes,____
____

Session # VI: Management Process

A. 1. How did you feel about the unit where you discussed the five functions of management (planning, organizing, staffing, directing, controlling)?

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

a. No.
b. Yes,____
____

3. Is there anything you think we should eliminate from that unit?

a. No.
b. Yes,____
____

4. Is there anything else you think we should change or modify in this unit?

a. No.
b. Yes,____
____

B. 1. How did you feel about the unit where you discussed how to use the Force Field Analysis Technique to solve problems (helping force vs. hindering forces)

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

a. No.
b. Yes, ______________________________
____

3. Is there anything you think we should eliminate from that unit?

a. No.
b. Yes, ______________________________
____

4. Is there anything else you think we should change or modify in this unit?
a. No.
b. Yes, ______________________________
____

Session VII: Assertiveness Training

A. 1. How did you feel about the unit where you discussed differences among being agressive, non-assertive, and assertive, and the five step process you can use to become more assertive?

a. didn't like it
b. liked it somewhat
c. liked it very much

2. Is there anything you think we should add to that unit?

a. No.
b. Yes, ______________________________
____

3. Is there anything you think we should eliminate from that unit?

   a. No.
   b. Yes, ____
   ____

4. Is there anything else you think we should change or modify in this unit?

   a. No.
   b. Yes, ____
   ____

OTHER

A. 1. How do you like the course so far?

   a. don't like it at all
   b. like it somewhat
   c. like it very much

2. Comments. ____
   ____
   ____

B. 1. What do you think of the content we have covered so far?

   a. it's too difficult
   b. it's too basic or simple
   c. it's just right for me

2. Comments. ____
   ____
   ____

C. How useful do you think the information we have covered will be for your future advancement?

a. none of the information will be useful
b. little of the information will be useful
c. some of the information will be useful
d. much of the information will be useful
e. all information will be useful

2. Comments.____

D. Any other suggestions or recommendations you think we should consider?

E. Additional comments:

APPENDIX 24

MID-TERM EVALUATION

A. FREQUENCY DISTRIBUTION

B. PERCENTAGES

A. FREQUENCY DISTRIBUTION

CYCLE I

MID-TERM EVALUATION SUMMARY

Frequency of Distribution

SESSION	LESSON	Didn't like it	Liked it somew at	Like it very much	Add (Write or Add sheet)	Eliminate (Wri Delete sheet)	Other Changes Modifications(on modification sheet)	Too difficult	Too basic	Just right for me	Information Not useful at a l	Minimum use for information	Some use for info mation	Frequent use of information	all information w be useful	Other comments (Write on comme ts sheet.
1	Course Introduction	1	2	16	2	1	3									
	Training Style:Group Work	0	3	15	2	1	1									
	Contract	2	2	13	2	1	1									
2	Personal Growth Inventory	1	0	17	1	1	1									
	Dual Roles	2	1	9	2	0	1									
3	Listening Skills	0	1	17	2	1	1									
	Characteristics of a Good Listener	0	2	16	1	0	0									
	Leadership Styles	0	0	17	2	0	1									
	Managerial Grid	0	2	15	2	0	1									
	Written Communication	0	10	8	8	2	4									
	Time Management	0	0	17	0	0	1									
	Management Functions	0	2	13	2	0	1									
	Problem Solving	0	1	12	2	0	0									
	Assertiveness Training	0	0	17	5	0	0									

SESSION	LESSON	Didn't like it	Liked it somewhat	Like it very much	Add (Write or Add sheet)	Eliminate (Writ Delete sheet	Other Changes Modifications wit on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for infor mation	Frequent use of information	all information wi be useful	Other comments (Write on comments sheet.
	OTHER															
	Course in General	0	1	17												
	Content Material							0	0	18						
	Usefulness of course information										0	0	0	7	10	

SESSION	MID-TERM EVALUATION - CYCLE II FREQUENCY DISTRIBUTION LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Ad sheet)	Eliminate (Write o Delete sheet	Other Changes Modifications wr on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at al	Minimum use for information	Some use for infor- mation	Frequent use of information	all information be useful	Other comments (Write on commen sheet.
	Course Introduction	1	7	9	1	1	5									
	Minimum Lectures / More Group Participations	1	3	13	4	3	2									
	Contract	4	5	8	3	1	2									
I	Self Understanding/ Personal Growth Inventory	0	0	18	5	3	3									
	Dual Roles	1	1	16	3	1	2									
II	Listening Skills // Personnel Relations / Survey	0	1	17	4	1	2									
	Characteristics/Behavior of a good Listener	0	4	14	1	1	3									
V	Leadership	0	2	15	2	0	1									
	Managerial Grid	0	2	15	1	0	1									
	Written Business Communication	0	2	16	5	2	3									
	Planning and Time Management	0	3	15	3	2	0									
I	Functions of Management	1	1	16	6	0	1									
	Force Field Analysis Technique	2	2	13	0	1	4									
II	Assertiveness	0	0	17	5	1	1									

SESSION	FREQUENCY DISTRIBUTION LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Add sheet)	Eliminate (Write Delete sheet	Other Changes Modifications wr on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information be useful	Other comments (Write on comments
	OTHERS															
	Course Organization	0	1	17												
	Content							0	3	15						
	Usefulness of Information Covered										0	0	1	8	9	
	Suggestions /Recommendations															
	Additonal Comments															

B. PERCENTAGES

L. Miranda and Associates

MID-TERM - CYCLE I

PERCENTAGES

SESSION	LESSON	Didn't like it	Liked it somewhat	Like it very much	Add (Write or Add sheet)	Eliminate (Write Delete sheet	Other Changes Modifications wri on modification sheet	Too difficult	Too basic .	Just right for me	Information Not useful at all	Minimum use for information	Some use for info mation	Frequent use of information	all information w be useful	Other comments (Write on comments sheet.
I	Course Introduction *	5	10	85												
	Minimum Lectures/More Group Participations*	0	16	84												
	Contract *	11	11	78												
I	Self Understanding/Personal Growth Inventory	5	0	95												
	Dual Roles	16	8	76												
II	Listening Skills/ Personnel Relations Survey	0	5	95												
	Characteristics/Behavior of a Good Listener	0	11	89												
V	Leadership*	0	0	100												
	Managerial Grid*	0	12	88												
	Written Business Communication	0	56	44												
	Planning and Time Management	0	0	100												
I	Functions of Management	0	13	87												
	Force Field Analysis Technique **	0	8	92												
II	Assertiveness**	0	0	100												

* of the 18 respondents, one was absent for this session

** One did not answer this session.

MID-TERM - CYCLE II

PERCENTAGES

SESSION	LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Add sheet)	Eliminate (Write Delete sheet	Other Changes Modifications write on modification sheet	Too difficult	Too basic .	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information w be useful	Other comments (Write on comments sheet
I	Course Introduction *	6	42	53	6	6	29									
	Minimum Lectures/More Group Participations*	6	18	76	23	18	12									
	Contract *	23	29	48	18	6	12									
II	Self Personal Growth Understanding/Inventory	0	0	100	27	16	16									
	Dual Roles	6	6	88	16	6	11									
III	Listening Skills/ Personnel Relations Survey	0	6	94	22	6	11									
	Characteristics/Behavior of a Good Listener	0	23	77	6	6	16									
IV	Leadership*	0	12	88	12	0	6									
	Managerial Grid*	0	12	88	5	0	6									
V	Written Business Communication	0	12	88	27	12	16									
	Planning and Time Management	0	16	84	16	11	0									
VI	Functions of Management	6	6	88	33	0	6									
	Force Field Analysis Technique **	12	12	76	0	6	23									
VII	Assertiveness**	0	0	100	29	6	6									

* of the 18 respondents, one was absent for this session

** One did not answer this session.

APPENDIX 25

FINAL EVALUATION SAMPLE

SESSION XV

FINAL EVALUATION

BUSINESS AND MANAGEMENT TRAINING FOR HISPANIC WOMEN

L. Miranda and Associates

This evaluation form evaluates:

Part I The second half of the course and the course in general

Part II What changes, if any, you have been through as a result of your participation in this course.

All information and recommendations you give us will be seriously considered, acted upon, and greatly appreciated.

This evaluation is anonymous (you may sign it if you wish), so please be completely open and candid in your answers, comments, or suggestions.

INSTRUCTIONS

1. Read each lesson title and place a check mark(✓) under applicable columns
2. If you place a check mark under the ADD, ELIMINATE, or MODIFY columns for any lessons, write your suggestions in the applicable following sheet(s).

SESSION	LESSON	Didn't like it	Liked it somewhat	Like it very much	Add (Write or Add sheet)	Eliminate (Write Delete sheet	Other Changes Modifications wri on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information wi be useful	Other comments (Write on comments sheet.
8	a. Your lawyer															
	b. Discrimination															
	c. Rights/duties: employer/employee															
9	a. Laws Protecting Your Right to Work															
	b. Insurance Laws															
	c. Insurance For Your Business															
	d. Taxes on Your Business															
0	a. Financial Planning															
	b. Credit and Banking															
1	a. Contracts															
	b. Leases															
2.	a. Production/Purchasing															
	b. Marketing/Advertising															
3	a. Accounting															
	b. American Business Overview															
	c. Your Business															

SESSION	LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Ad sheet)	Eliminate (Write Delete sheet	Other Changes Modifications wri on modification sheet	Too difficult	Too basic	Just right for m	Information Not useful at al	Minimum use for information	Some use for information	Frequent use of information	all information wil be useful	Other comments (Write on commen sheet.
	a. Panel: Women Business Owners															
	b. Your Business Plan															
	a. Personal Growth Inventory															
	b. Final Evaluation															
	c. Award of Certificates															
	OTHER															
	a. Course Organization															
	b. Handouts															
	c. Trainer Style															

ADD SHEET

If you have placed a check mark under the ADD column for any lesson, please write here what you think we whould add to identified lessons,if any.

Session #	LESSON TITLE	ADD

DELETE SHEET

If you have placed a check mark under ELIMINATE column for any lesson, please write here what you think we should eliminate from identified lessons, if any.

SESSION #	LESSON TITLE	DELETE (ELIMINATE)

MODIFICATIONS SHEET

If you have placed a check mark under the Changes/Modifications column for any lesson, please write here what you think are other changes we should make for:

1) identified lessons or
2) changes for course in general

SESSION #	LESSON TITLE	MODIFICATIONS

GENERAL MODIFICATIONS FOR COURSE

COMMENTS SHEET

Plese write any additional comments you want to share with us relating to the course in general, content, delivery, trainer.

SESSION #	LESSON TITLE	COMMENTS

GENERAL COMMENTS

EVALUATING INSTRUCTORS AND METHODS

Instructions: Please rate your instructor for the last training session, being as objective as possible, by placing an "x" under one of the columns numbered 1 through 5 (1 being excellent; 5 being poor).

	1	2	3	4	5
a. Instructor's ability to convey material	___	___	___	___	___
b. Instructor's ability to sustain your interest	___	___	___	___	___
c. Instructor's ability to relate to your particular interests and concerns	___	___	___	___	___

Instructions: Please rate the course organization and the materials taught by placing an "X" in the appropriate box.

a. Opportunity to participate in class	☐ as much as I wanted;	☐ about as much as I wanted;	☐ not as much as I wanted.
b. Coverage of material	☐ covered too much;	☐ covered enough;	☐ did not cover enough.
c. Coverage of material to suit your learning needs	☐ challenging but not over my head;	☐ over my head--hard to understand;	☐ too elementary.
d. Usefulness of handout material	☐ very useful;	☐ useful;	☐ not useful.

II

1. What were your ideas about a manager's responsibilities before you took this course?

2. Have those ideas changed in any way? How?

3. Had you taken any actual steps for moving to a management or business ownership position before you took this course? What had you done?

4. Are you doing any thing right now (or for the near future) to become a business owner or manager? What? (Be specific)

5. Do you think this course has contributed to (or influenced) your career plans for the future? How?

6. List at least six different management skills you have learned. (be specific)

a.

b.

c.

d.

e.

f.

g.

h.

i.

7. How do you rate your learning level in this course?

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 /

low high

8. How did you feel about becoming a manager or business owner before you took this course?

9. How do you feel now about becoming a manager or business owner?

10. How valuable has this course been to you? Explain your answer.

APPENDIX 26

FINAL EVALUATION

A. FREQUENCY DISTRIBUTION

B. PERCENTAGES

A. FREQUENCY DISTRIBUTION

FINAL EVALUATION SUMMARY CYCLE I

Frequency of distribution

SESSION	LESSON	Didn't like it	Liked it somewhat	Like it very much	Add (Write or Add sheet)	Eliminate (Write on Delete sheet	Other Changes Modifications write on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information will be useful	Other comments (Write on comment sheet.
	a. Your Lawyer			18						16			1		18	
	b. Discrimination			18					1	15				1	18	
	c. Rights/duties: employer/employee		1	17					1	15				2	17	
9	a. Laws Protecting Your Right to Work		2	17					1	15				2	17	
	b. Insurance Laws		3	16						16					19	
	c. Insurance For Your Business		2	17						16			1		18	
	d. Taxes on Your Business		2	17					2	15			2		17	
10	a. Financia Planning			18	1					17				2	16	
	b. Credit and Banking		3	15					2	15				3	15	
11	a Contracts		1	16						15				1	16	
	b. Leases		3	15					1	15			2	2	15	
2	a. Production/Purchasing		5	13					3	13			1	3	13	
	b. Marketing/Advertising		2	16					2	13			1	3	15	
3	a. Accounting		9	9	1		3	4	2	8			5	5	7	
	b. American Business Overview		2	16					1	15			1	4	13	
	c. Your Business			18						14				1	16	

299

300

[redacted]

SESSION	LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Ad sheet)	Eliminate (Write o Delete sheet	Other Changes Modifications wr te on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at al	Minimum use for information	Some use for information	Frequent use of information	all information wi be useful	Other comments (Write on commen s sheet.
4.	a. Panel: Women Business Owners			18					1	13		1		1	15	
	b. Your Business Plan		1	17						13			1	3	13	
	a. Personal Growth Inventory		3	16					1	11				7	10	
	b. Final Evaluation		1	12						1					1	
	c. Award of Certificates		1	7												
	OTHER															
	a. Course Organization			19						1					3	
	b. Handouts			18						3				1	7	
	c. Trainer Style			19						3					1	

Cycle II

FINAL EVALUATION

Frequency of Distribution

SESSION	LESSON	Didn't like it	Liked it somew at	Like it very much	Add (Write or dd sheet)	Eliminate (Wri e Delete sheet	Other Changes Modifications i on modificatio sheet	Too difficult	Too basic	Just right for me	Information Not useful at ll	Minimum use for information	Some use for info mation	Frequent use o information	all informatio w be useful	Other comme ts (Write on comm t sheet.
8	a. Your lawyer		2	15					1	13			1	2	13	2
	b. Discrimination		4	13	3			1	2	13		1	3	3	9	1
	c. Rights/duties: employer/employee		1	16					3	13				6	10	2
9	a. Laws Protecting Your Right to Work			17					1	14			3	4	9	3
	b. Insurance Laws		2	14					1	13		1	3	6	5	1
	c. Insurance For Your Business		7	10	1				3	12			6	3	6	1
	d. Taxes on Your Business		6	11					2	13		1	5	6	5	1
0	a. Financial Planning		3	14				1	1	13			2	3	10	2
	b. Credit and Banking		2	15	1				1	14				3	13	3
1	a. Contracts *2 did not answer		5	10	3				2	12				5	9	1
	b. Leases * 3 did not answer		4	10	1				2	12			1	4	9	
2.	a. Production/Purchasing		4	13			1		2	13			4	4	7	2
	b. Marketing/Advertising		5	12			1		1	14			2	7	5	
3	a. Accounting	1	7	9	1		1		5	11			2	6	7	1
	b. American Business Overview		9	8	1				2	13			6	1	7	
	c. Your Business		5	12						15			3	3	9	1

Cycle II

FINAL EVALUATION

Frequency of Distribution

SESSION	LESSON	Didn't like it	Liked it somewha	Like it very much	Add (Write or Ad sheet)	Eliminate (Write on Delete sheet	Other Changes Modifications write on modification sheet	Too difficul	Too basic	Just right for m	Information Not useful at al	Minimum use for information	Some use for information	Frequent use of information	all information wil be useful	Other comments (Write on comments sheet.
4	a. Panel: Women Business Owners		7	10	2		2		2	12		2	8	3	4	1
	b. Your Business Plan		4	11					1	10			2	4	8	2
5	a. Personal Growth Inventory		2	11						10				2	10	1
	b. Final Evaluation		3	6			1			5				1	2	
	c. Award of Certificates			2						1					1	
	OTHER															
	a. Course Organization			17			1			6					2	2
	b. Handouts		1	16	1	1			1	6				1	8	2
	c. Trainer Style			17			1		2	6					2	

B. PERCENTAGES

SESSION	FINAL EVALUATION-CYCLE I Percentages LESSON	Didn't like it	Liked it somewha	Like it very muc	Add (Write or Add sheet)	Eliminate (Write on Delete sheet	Other Changes Modifications write on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information will be useful	Other comments (Write on comments sheet.
8	a. Your lawyer			100						100			5		95	
	b. Discrimination			100					6	94				5	95	
	c. Rights/duties: employer/employee		6	94					6	94				11	89	
9	a. Laws Protecting Your Right to Work		11	89					6	94				11	89	
	b. Insurance Laws		16	84						100					100	
	c. Insurance For Your Business		11	89						100			5		95	
	d. Taxes on Your Business		11	89					12	88			11		89	
10	a. Financial Planning			100	-					100				11	89	
	b. Credit and Banking		17	83					12	88				17	83	
11	a. Contracts		6	94						100				6	94	
	b. Leases		17	83					6	94			11	11	78	
12.	a. Production/Purchasing		28	72					17	83			6	18	76	
	b. Marketing/Advertising		11	89					13	87			5	16	79	
13	a. Accounting		50	50	-		-	29	14	57			29	29	42	
	b. American Business Overview		11	89					6	94			6	22	72	
	c. Your Business			100						100				6	94	

FINAL EVALUATION - CYCLE I

Percentages

SESSION	LESSON	Didn't like it	Liked it somewhat	Like it very much	Add (Write or Add sheet)	Eliminate (Write on Delete sheet	Other Changes Modifications write on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for information	Frequent use of information	all information will be useful	Other comments (Write on comments sheet.
4	a. Panel: Women Business Owners			100					7	93		6		6	88	
	b. Your Business Plan		6	94						100			6	18	76	
5	a. Personal Growth Inventory		16	84					8	92				41	59	
	b. Final Evaluation		8	92						-					-	
	c. Award of Certificates		13	87												
	OTHER															
	a. Course Organization			100						-					-	
	b. Handouts			100						-				-	-	
	c. Trainer Style			100						-					-	

Cycle II

Final Evaluations

PERCENTAGES

SESSION	LESSON	Didn't like it	Liked it somewh t	Like it very m	Add (Write or Add sheet)	Eliminate (Write o Delete sheet	Other Changes Modifications w it on modification sheet	Too difficult	Too basic	Just right for	Information Not useful at all	Minimum use for information	Some use for infor mation	Frequent use of information	all information w be useful	Other comments (Write on comments
8	a. Your lawyer		12	88					7	93			6	12	82	13
	b. Discrimination		24	76	18			6	13	81		6	19	19	56	6
	c. Rights/duties: employer/employee		6	94					13	87				37	63	13
9	a. Laws Protecting Your Right to Work			100					7	93			19	25	56	19
	b. Insurance Laws		13	87					7	93		7	20	40	33	7
	c. Insurance For Your Business		41	59	6				20	80			40	20	40	7
	d. Taxes on Your Business		35	65					13	87		6	30	34	30	6
10	a. Financial Planning		18	82				6	6	88			13	20	67	13
	b. Credit and Banking		12	88					6	94				19	81	19
11	a. Contracts * 2 did not answer		33	67	20				14	86				35	65	7
	b. Leases		29	71	7				14	86			7	29	64	
12.	a. Production/Purchasing		24	76			6		13	87			27	27	46	13
	b. Marketing/Advertising		30	70			6		6	94			14	50	36	
13	a. Accounting	6	41	53	6		6		31	59			13	40	47	6
	b. American Business Overview		53	47	6				13	87			43	7	50	
	c. Your Business		30	70						100			20	20	60	6

SESSION	PERCENTAGES LESSON	Didn't like it	Liked it somewh	Like it very m	Add (Write or Add sheet)	Eliminate (Writ Delete sheet	Other Changes Modifications w on modification sheet	Too difficult	Too basic	Just right for me	Information Not useful at all	Minimum use for information	Some use for infor mation	Frequent use of information	all information wi be useful	Other comments (Write on comments sheet
14	a. Panel: Women Business Owners		41	59	12		12		14	86		12	47	17	24	6
	b. Your Business Plan		27	73					10	90			14	29	57	14
15	a. Personal Growth Inventory		15	85						–				17	83	8
	b. Final Evaluation		33	67			10			–				–	–	
	c. Award of Certificates			–						–					–	
	OTHER															
	a. Course Organization			100			6				–			–	–	12
	b. Handouts		6	94	6	6				–	–			–	–	12
	c. Trainer Style			100			6			–	–				–	

APPENDIX 27

RECORDED COMMENTS

L. Miranda and Associates

VERBAL FEEDBACK*AND RECORDED COMMENTS

"I am more open now, I am more confident than before".

"I have more peace of mind and more tolerance".

"I feel more confident, I have gained friends".

"My level of aspiration has changed. Before I thought I couldn't do anything else because of my age, but now I'm sure I can do many things".

"I have started to take other classes because I'm sure a can do more".

"I'm not afraid to face the future".

"Before taking this course I was scared to express myself, but now I haved improved".

"Now I know that life offers me a very wide range of alternatives.

"The group has developed into a more open group".

"I feel that course has influenced me in helping me develop my skills".

"This course has made me change".

"As a group, when we started we were very shy, afraid of the accent, afraid of expressing ourselves, now I see ourselves more open, ready to start going and face whatever we have to face".

"Although I'm not planning to open a business I do not regret having taken this course...I have learned so much!

"I feel better after taking this course, because I can help other people, tell them where they can go if they

---

* Comments transcribed from recorded session.

need orientation about starting a business, especially legal assistance they can get and where. All of this is because of this course; I'm very glad I took it".

"I have learned more about business management and ownership".

"I feel more confident, I know my rights"

"This course has been very interesting to learn how defend our rights as Hispanics and as women"

"I am starting a managerial position and what I have learned here will be extremely helpful"

"The course has given us a general overview of what business and management are all about"

"It has been interesting and helpful. With what I have learned here I was able to orient my own manager!"

"This course has been very informative and practical in terms of helping me learn about how to go about starting my own business"

"The course is changing my style of life"

"My future was not clear before I attended these sessions. Even with many plans in hands(sic) I could not decide what I was going to do. But now I know that I want to finish the university no matter what the cost...They (sessions) all apply to reality... and for me they are very helpful in my career, personality and family (life)"

"A great advance for me. I have to study more but this is the beginning and it is helping me very much..."

"I've strongly benefitted from the course"

"Subjects covered have been of great importance and very much needed"

"It (course) has made me change my point of view about being a career woman"

"Very informative, good materials, good instructor"

"Very well planned..you are doing a wonderful job"

"I am learning so many new things I feel like a new person..."

"I have made up my mind to go back to school and develop skills for managerial positions".

"I think this is the best thing that has happened to me, your program is just great".

APPENDIX 28

MEDIA COVERAGE

MEDIA COVERAGE

In addition to the press efforts undertaken as part of the outreach and recruitment of participants, the following media either inquired about or included our program in their coverage:

- Associated Press - calendar for the day
- United Press City Wire
- Metro/City desks of the Washington Post and Washington Star (see article on next page)
- U.S. Information Agency, Mr. Bob Stearns
- Women Today, Ms. Myra Barrer
- WTOP, Prisma Program, Ms, Maria Sicardo, Television interview
- WGMS, Dialoque Program, Ms. June Carter Perry - Radio interview 7/27/76
- Black Audio Network, New York , Mr. Sam Tucker - Radio Interview transmitted on WMAL and WOL (7/9/76)

L. Miranda and Associates

The Washington Star
Business
Finance
B-5
★★
TUESDAY, AUGUST 10, 1976

—Washington Star Photographer Harry Goodman

L. Miranda King of L. Miranda and Associates.

Business Profile

Helping Latins Further Careers

By Bailey Morris

Washington Star Staff Writer

It is generally unspoken, it is subtle to all but the Hispanic eye, but discrimination is still felt by the Spanish-speaking, particularly women, according to Lourdes Miranda King.

She views herself as one of the lucky few Puerto Rican women who have been university educated and trained in the way the American system works.

Because of her background, and the fact that she is a woman, Ms. King says, the company she founded has committed itself to working with and for Hispanic people generally, and for Latin women in particular.

L. MIRANDA and Associates, a consulting firm, is financed mainly through government contracts and institutional clients, including the Montgomery County school system.

It has tackled everything from translation of text books to developing books on alcoholism for Spanish-speaking Americans, but its current

According to Ms. King, the course is a pilot government project which may lead to similar programs in other cities.

SHE SAYS THE results from the first graduating class are impressive: An 84 percent completion rate as well as concrete successes, such as higher-paying jobs and at least one new small business.

Women taking the course come from different Spanish-speaking countries, Ms. King says. Most have completed high school and all have been in this country for some time.

What they are learning in the course, which is conducted largely in English by Spanish-speaking instructors, is how the American business system works — its goals and how it tries to attain them, and what it expects from its employes.

The women are taught such skills as financial management and budgeting, record keeping, and how to establish and meet certain standards of performance.

Visiting speakers, such as a banker who explains how to apply for a loan and describes the necessary qualifications, are widely utilized, Ms. King says.

MOST OF THE outside lecturers are Spanish-speaking women who have been succeessful, according to Ms. King, who says students get tremendous encouragement from seeing women like themselves who have been able to rise up the business ladder.

The desire to provide skills and services for upwardly mobile Hispanic people is the main reason Ms. King, a former language teacher at Trinity College, decided to get out of the academic world and into more direct involvment with her people.

Despite the gains that have been made, there still is widespread discrimination against Hispanics, Ms. King says. The predjudice is translated subtly, she says, recalling her feelings when she recently took her daughter to see a children's play.

For some reason, she says, the hero is always a "Germanic blonde" while the villain is normally a dark, mustachioed-type.

"I could have cried when I saw that villain . . . he could have been my uncle," she says.

THESE ARE THE kind of portrayals that give rise to the stereotyped images of Spanish-speaking people as lazy, with a lot of children, she says. But she points out that of the women taking her course, some have no chil-

—Washington Star Photographer Harry Goodman

L. Miranda King of L. Miranda and Associates.

Business Profile

Helping Latins Further Careers

By Bailey Morris

Washington Star Staff Writer

It is generally unspoken, it is subtle to all but the Hispanic eye, but discrimination is still felt by the Spanish-speaking, particularly women, according to Lourdes Miranda King.

She views herself as one of the lucky few Puerto Rican women who have been university educated and trained in the way the American system works.

Because of her background, and the fact that she is a woman, Ms. King says, the company she founded has committed itself to working with and for Hispanic people generally, and for Latin women in particular.

L. MIRANDA and Associates, a consulting firm, is financed mainly through government contracts and institutional clients, including the Montgomery County school system.

It has tackled everything from translation of text books to developing books on alcoholism for Spanish-speaking Americans, but its current project seems closest to Ms. King's heart.

Working under a government grant, L. Miranda is now offering to a group of Hispanic women a training course aimed at helping them improve their positions in the business world — either by moving up to better jobs or by opening their own small businesses.

The course is free to the 45 women taking it, and includes unique support services such as babysitting during class hours.

grams in other cities.

SHE SAYS THE results from the first graduating class are impressive: An 84 percent completion rate as well as concrete successes, such as higher-paying jobs and at least one new small business.

Women taking the course come from different Spanish-speaking countries, Ms. King says. Most have completed high school and all have been in this country for some time.

What they are learning in the course, which is conducted largely in English by Spanish-speaking instructors, is how the American business system works — its goals and how it tries to attain them, and what it expects from its employes.

The women are taught such skills as financial management and budgeting, record keeping, and how to establish and meet certain standards of performance.

Visiting speakers, such as a banker who explains how to apply for a loan and describes the necessary qualifications, are widely utilized, Ms. King says.

MOST OF THE outside lecturers are Spanish-speaking women who have been succeessful, according to Ms. King, who says students get tremendous encouragement from seeing women like themselves who have been able to rise up the business ladder.

The desire to provide skills and services for upwardly mobile Hispanic people is the main reason Ms. King, a former language teacher at Trinity College, decided to get out of the academic world and into more direct involvment with her people.

Despite the gains that have been made, there still is widespread discrimination against Hispanics, Ms. King says. The predjudice is translated subtly, she says, recalling her feelings when she recently took her daughter to see a children's play.

For some reason, she says, the hero is always a "Germanic blonde" while the villain is normally a dark, mustachioed-type.

"I could have cried when I saw that villain . . . he could have been my uncle," she says.

THESE ARE THE kind of portrayals that give rise to the stereotyped images of Spanish-speaking people as lazy, with a lot of children, she says. But she points out that of the women taking her course, some have no children, the majority have two, and none have more than four.

Ms. King says she hopes her company can be one of the forces that helps explode the myths and opens some of the doors for Hispanic people.

Already, she says, in a project conducted with some local companies she has been able to introduce American business to Hispanic people, and the companies, she adds, "were amazed at the high caliber."

L. Miranda and Associates

CHEVY CHASE CENTER, 35 WISCONSIN CIRCLE, SUITE 416,
WASHINGTON D.C. 20015 (301)656-8689/8685